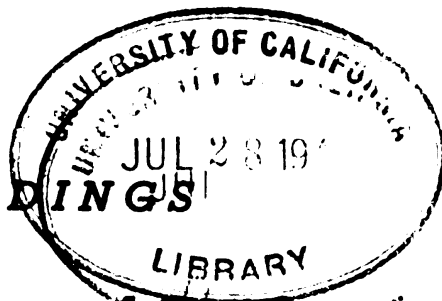


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PROCEEDINGS



Twenty-Fourth Annual Conference

of the

***National Association of
Deans and Advisers
of Men***



***Held at the Illini Union Building
UNIVERSITY OF ILLINOIS
URBANA, ILLINOIS
APRIL 23, 24, 25, 1942***

PROCEEDINGS

Twenty-Fourth Annual Conference

of the

***National Association of
Deans and Advisers
of Men***



President Dean L. S. Corbett, University of Maine
Vice President Dean J. H. Julian, University of South Dakota
Secretary-Treasurer Dean Fred H. Turner, University of Illinois
Executive Committee—The Officers and

Dean J. J. Thompson, St. Olaf College

Dean D. H. Gardner, University of Akron

Dean J. H. Newman, University of Alabama

**Dean Earl J. Miller, University of California at
Los Angeles**



Held at the Illini Union Building
UNIVERSITY OF ILLINOIS

URBANA, ILLINOIS

APRIL 23, 24, 25, 1942

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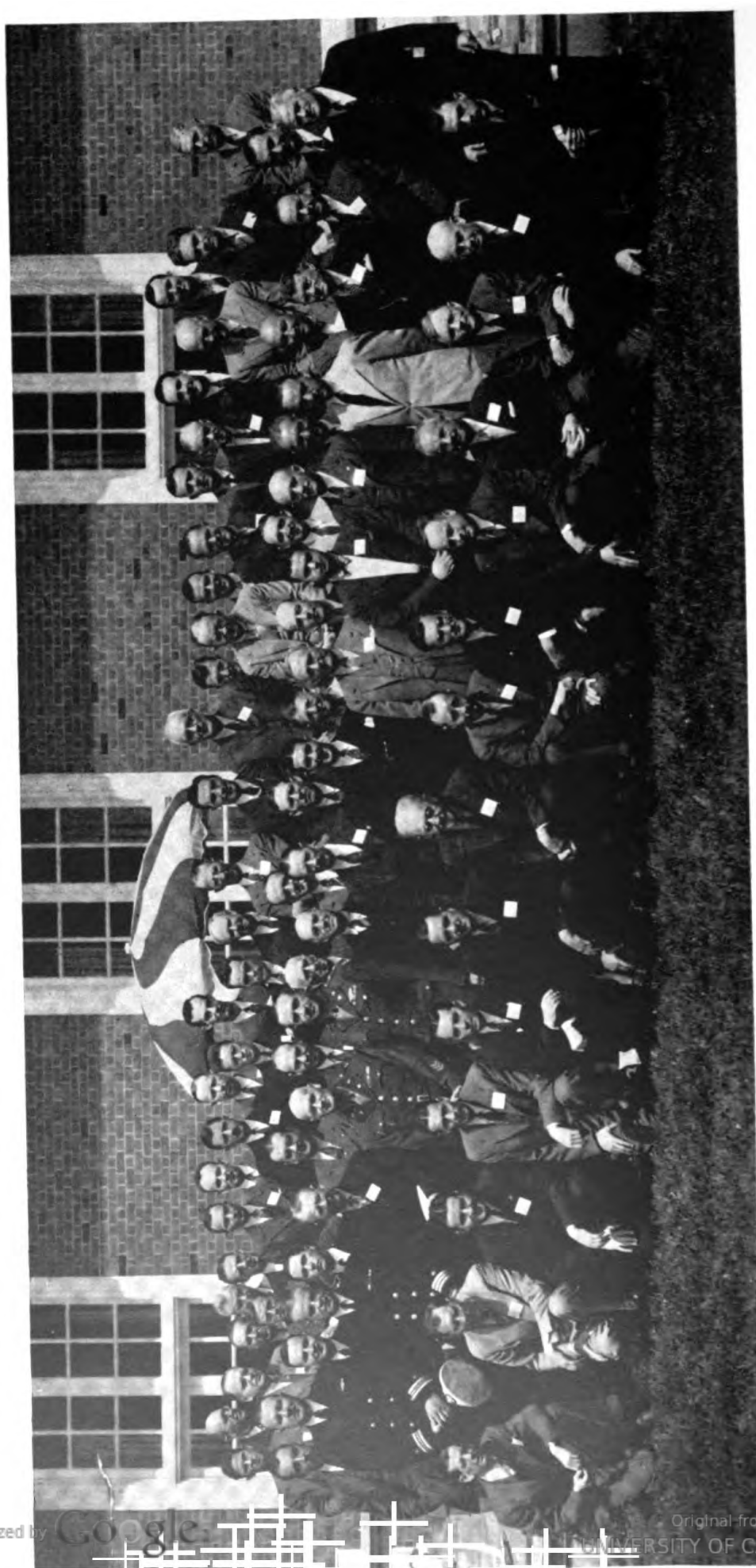
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1942—N. A. D. A. M. CONVENTION PHOTOGRAPH LIST FOR IDENTIFICATION

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1. Gardner	1. Lt.-Comm. Sentman	1. Royer	1. Hindman	1. Heller
2. Hanson	2. Com. Huntoon	2. Rubottom	2. Congdon	2. Watson
3. Mallett	3. Corbett	3. Hall	3. Watson	3. Shipton
4. Newman	4. Brig. Gen. Hildring	4. Thompson	4. Schoon	4. Heath
5. Nowotny	5. Major Ayling	5. Lloyd	5. Culley	5. Bishop
6. Miller	6. Reed	6. Fisher	6. McConnell	6. Miller
7. Enyart	7. Turner	7. Werner	7. Biggs	7. Kinsel
8. Park	8. Biddle	8. Humphreys	8. Harper	8. Manchester
9. French	9. Schultz	9. Hunt	9. Knox	9. Lange
10. Giddings	10. DuShane	10. Rea	10. Bursley	10. Bates
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14. Hampton	14. Stratton	14. Bunge	14. Postle	
	15. Moseley		15. Peck	
			16. Olmsted	

Twenty-fourth Annual Conference
of the
National Association of Deans
and Advisers of Men

URBANA, ILLINOIS

APRIL 23, 24, 25, 1942

THURSDAY MORNING SESSION

APRIL 23, 1942

The opening session of the Twenty-fourth Annual Conference of the National Association of Deans and Advisers of Men, held in the Illini Union Building of the University of Illinois, Urbana, Illinois, April 23-25, 1942, convened at nine-ten o'clock, Dean L. S. Corbett, University of Maine, President of the Association, presiding.

President Corbett: The Twenty-fourth Annual Convention of the National Association of Deans and Advisers of Men will please come to order.

Dean Hubbell of Principia College will give the invocation. Will you please rise.

....Invocation by Dean G. E. Hubbell....

President Corbett: President Willard of the University of Illinois has taken time off from his very busy program to give us a word of welcome. (Applause)

President Arthur Cutts Willard: Mr. President, Dean Turner, and Colleagues in This Great Enterprise Known as Education: It is a very customary thing at the University of Illinois, to have people interested in education come on the campus and discuss various phases and aspects of that subject, but I don't believe we have ever had a group meet on this campus whose objects are more important to the University of Illinois and to college education, than the group meeting here this week-end.

The National Association of Deans and Advisers of Men is one of those organizations that seems to me can do more for those aspects of college education which the faculty seldom deal with than any other group of people.

I base that statement on the fact that in any general educational program, no matter what the level of it may be, we are concerned with the development of the intellect, or the mind, as well as the body. We are definitely concerned also, it seems to me, with the development of the social organization of the individual along with the intellectual and the physical.

You know, we can carry on education with the idea of developing only the intellect, and there are those who favor that idea. Pardon the personal illustration. I attended a technical school many years ago. So far as I can recall anything about the operation of the school at that time, the school was concerned primarily and almost entirely with the intellectual training in the scientific field of the students who went to that school. I don't recall that very much attention was paid in a formal way to any social development of the members of the student body.

There was a place where one could participate in social programs if you wanted to and there was a certain amount of enterprise that the students carried on on their own. The great stress was on the training of the mind, which is the proper function of a college or university I suppose. There was very little formal attention given to the development of the rest of the individual, if I may use that phrase.

Well today, I think that throughout the whole country, the educational world is very much concerned about this integration of these three aspects of education in the development of any individual.

If we are going to have a stable society, it is pretty obvious to me that the individual must be related to the group with which he is going to live. The ideals of mental training which lead to superior professional achievements are fine and are important I know, and must occupy the central place in the picture.

But suppose we merely train men to be the most expert technicians, professional people, that we can conceive of. At the same time, we may not have developed in that individual a sense of responsibility to society through a balanced and integrated personality, which is adaptable to and conscious of those responsibilities. You may be doing society more harm than good, if such a sense of responsibility has not been considered.

In other words, we may educate people who may use that knowledge for the detriment or the injury of mankind rather than for the benefit and the good of mankind. We are very much concerned with the social attitude of our students in the application of the knowledge or the intellectual training and development which they receive in our institutions, and that is why I said, to open my remarks, that it seemed to me there is no group of people more important in the educational picture in this country than the deans and advisers of men. I think I should extend that to include also the deans and advisers of women.

This institution is a young institution. There are men still living who saw it founded. There are very few traditions in the University of Illinois that look back more than half a century. The school itself is less than three-quarters of a century old. We will celebrate our 75th anniversary next March. And in those years that have transpired, there have been some things set up here at the University of Illinois that we are very proud of, those things that will make for traditions in the future. And of course, as you so well know, Dean Turner has reminded you of it many times no doubt, we have had here for many years, the Dean of Men who really initiated the profession of deans of men in this country, and we are carrying on with the traditions established by Dean Clark.

You will find among the present students of the University of Illinois, the former students and the graduates, an amazing reflection of the influence of this one man in their lives and their attitudes toward this thing I call society. We are carrying on those traditions today with a man who was trained by Dean Clark. We have in Dean Fred H. Turner, his very able successor, a man who not only appreciates the ideals that Dean Clark had in mind, not only appreciates the problems of the middle west, the environment in which we are located, a man who I think has the vision to see that there are many things we can do in the University of Illinois beyond the classroom. Thus through the organization of the office of the Dean of Men we are promoting this integration of our students, developing the personalities of our students so that they will become effective human beings who appreciate that they are in a world in which they must assume certain vital responsibilities in whatever group they find themselves.

And finally, it seems to me also, that this group is very important because of the world situation which confronts us, and may confront us for a very long time. Personally I see no prospect of any rapid emergence from the catastrophic conditions in which we are going to live for—well, longer than we wish. And there has never been a time—I think, for even in World War I, the conditions were not as bad from the standpoint of the attitude of our students which so concerned and distressed our students as today. So again, the deans of men and the advisers of men, and of women, as well as of course the faculty, face a great responsibility, but the deans of men I think occupy the central place in the picture. They have the opportunities and responsibilities of directing whatever programs it may be possible to promulgate, to help these students to see their way in a world in which nothing is very clear to anybody, and certainly not to the young adolescent of college age. These boys need, as you very well know, a lot of advice. They need a lot of reassurance. They need a lot of support and interest, but to what extent any man can give any other man advice today, I don't know. It is a very confusing picture.

But I do know that the deans of men, with their organizations, can come closer to the students as a group, than individual faculty members

who are often very close to individual students. But it is the function of the deans of men and advisers of men to make the contacts and determine the student's attitude of mind and promulgate through their own organization and the faculty, those relationships which will help these students to appreciate their particular position in meeting what is to them and to us, probably the most important decision that any of them will ever have to make. I refer to the question as to whether they are going to enlist or be drafted, or go into this or that service or continue on and get an education or what not. All of which must be reconciled with their own personal problems in practically every situation.

Therefore, Mr. President, Mr. Dean, and Members of the Conference, I am delighted to have you meet at the University of Illinois. I understand you were here about 22 years ago. Is that right? That is a full generation at least, and I certainly trust it will not be so many years again until you return to this campus.

I personally hope that your conference will be productive of not only those things that I have stressed, but many other phases of your professional work which to my mind is so important. I should be glad to have you come to my office if you have time, for any sort of a conference or discussion you care to present, and even after the period of the conference, you will be always welcome on the campus of the University of Illinois. (Applause)

President Corbett: Thank you very much, President Willard for being with us, and for your fine message. Dean Bunn of Leland Stanford University will respond to your welcome.

Dean J. W. Bunn (Leland Stanford University): Mr. President, President Willard, Fellow Deans: To you veterans of this Association and those who are much more eloquent than I, I think a word of explanation is due.

As I looked through the proceedings of past meetings, it seemed to be the practice to call on Dean Vic Moore of Texas to respond to greetings extended to our organization by the president of the school where we were in attendance. As many of you may know, Vic Moore is not in the best of health at the moment, and therefore is unable to attend this meeting.

Then there is a further explanation that I should like to give you, because I am really a novice in your group. The explanation is something like this: I don't know, President Willard, whether you are fully acquainted with all of the talents inherent in your dean of men here at Illinois or not, but those of us who know him fairly well, have found that in addition to being a good dean of men, he is somewhat of a genius for getting other people to do work, and along with that, I have decided that his timing and his strategy is such that you just can't refuse him when he asks you to do a job.

For instance, I wrote him some time before this meeting for some information. When he sent the information, along with it he suggested that he would like to have me respond to your words of greeting this morning. Well of course, one can't deny a request under circumstances of that kind.

In addition, I think there is something a little bit dramatic about him, and probably even poetic, because he stated in that letter that since our worthy President was from Maine, he would like to have someone from the Pacific Coast to respond, as he thought that that would be quite fitting.

As a matter of fact, I think he wanted to make a practical lie of the statement which we all know to the effect that "East is east and west is west, and ne'er the twain shall meet," and for that reason, I am chosen to give the response to President Willard's address here this morning. He might have chosen Earl Miller from U. C. L. A., in the southern part of California, but actually, Los Angeles is East of Reno, so I am the extreme western representative here this morning. (Laughter)

At any rate, I am accorded the privilege of responding to President Willard this morning. I want you to know, President Willard, how much we appreciate the high regard that you have expressed for the deans of men and their work. I am sure that what you have said has been a lift to us, and a stimulus at the start of this particular meeting. I think it is particularly fitting also that we should be meeting here at the University of Illinois at this time, not only to enjoy this fine new Union Building, which is now just a little over a year in operation, but also to give tribute to that Dean of Deans, Thomas Arkle Clark, who was one of those who started our organization, and who started the work of deans of men.

It is quite important and fitting that we should be meeting now because of the tenor of the times. There was some discussion as to whether or not we could take time from our work to have this meeting this year. To me it seems vitally important that of all years, we should have gotten together this year.

I suppose that we are all experiencing exactly the same reactions. Our work has been entirely revolutionized, and most of us are doing jobs and carrying on discussions which we had never thought of before.

One dean yesterday, said he was interested to know just how much time he was spending on his regular routine job of past years, so he kept track for one day, and found during the course of that day, that he had spent exactly 30 minutes in doing the routine type of work that had been his custom in the past, all of which indicates that the most of us are having new experiences and are being faced with problems, the answers of which, as President Willard has already expressed, none of us have.

As a consequence, I think it is very wise that we should get together at this time, and particularly here at the birthplace of this type of work, in order to exchange experiences, to carry on discussions, to get advice from each other, so that we can go back and better do the job that is before us.

I am particularly aware of the fact that our work with respect to vocations, vocational guidance and information, has taken on an entirely different aspect in view of the war. Even our information and our practices and policies with respect to finances are considerably different. Certainly we find out about the different phases of the military opportunities for our college students and to keep up with the changes that are being made by the different military organizations themselves is a full-time task. And then with the change of curriculum that is going on to meet this new need and period of intensity, is something that is almost a super-human task in itself.

The students need to know about the details, and it seems to fall to us most of the time, to pass that information on to them. Consequently, we must keep pace with it. So, these problems and others that are just as vital, are the ones that I am sure we will all be more enlightened upon after we have finished our three days of deliberations here. And finally President Willard, I say again that we are particularly grateful to you for your very stimulating words to us here this morning. I have a feeling that your statements have started this meeting on the high plane upon which we hope to keep it. I am sure that we will all leave benefitted as a result of the fine hospitality here and the association with each other.

We thank you very kindly. (Applause)

President Corbett: Thank you, Dean Bunn.

The Executive Committee has met a number of times. We met after the Cincinnati convention to make plans for this program. We had another meeting at the time of the Interfraternity Conference in New York, and we invited a number of the visiting deans into the session of the Executive Committee. At that time we drew up plans or tentative plans for this meeting, and since that time, Fred has had several programs arranged, and we have a different program now than we had contemplated at any other time.

As you know, the situation has changed very rapidly, and as a result, it has been necessary to change our program; and furthermore, Fred felt that there were certain things that would be of real interest to us at this time. So, you will note that there are some changes on the program from time to time.

The next item on the program—Greetings from the Eastern Association of College Deans and Advisers of Men, by Dean Leon D. Stratton of Drexel Institute, Philadelphia. We were entertained by Dean

Stratton six years ago at Philadelphia, and many of you who were there will recall what a very delightful occasion it was.

Dean Leon D. Stratton: Mr. Chairman, Fellow Deans: As I travel around the country going to various conventions, the thing that puzzles me are these "greetings" from various people. They get on their feet, talk interminably, and after it is all over one wonders whether they thought they were the main speakers or whether they were actually bringing greetings from another group.

I bring you the heartiest greetings and sincerest hopes for a successful meeting and a successful year from the Eastern Association.

The Eastern Association met in Atlantic City, which is our usual meeting place, on the Saturday following Thanksgiving of 1941, and it conflicted with the National Interfraternity Conference. Our program was concerned with the place of extra-curricula activities in a college education.

We were addressed in the morning by Dr. Twitmeyer, who is Director of the Department of Psychology at the University of Pennsylvania and also Director of their personnel work; and by Donald Bridgman, Personnel Director of the A. T. & T. The session was inspiring. However, at this time and distance, their conclusions seem rather meaningless because so much has happened since then that extra-curricula activities do not seem to matter so much today.

Their findings have been presented in more or less complete form in the last issue of "Fraternity Month" and you may consult that if you want to find out precisely what was said.

In the afternoon, the time was spent in a roundtable discussion from which everybody said they got a great deal of help for their own work. Personal experiences were related and conclusions drawn.

I have not been able to attend the National Association of Deans of Men for about five years. But as I look back and wonder why I think I should come to the National Association of Deans of Men whenever possible, there are a few things that stand out. Once in a while I have left our Eastern Association meetings with a firm conviction that I ought to go back and resign and hire about three clerks to file all the statistical information to be gleaned from two thousand students and let somebody else take my salary. There is, of course, that statistical aspect to our work which is necessary to be kept up, but it is not the soul of the job. There are problems which we all have in common, but I think that the reason why I feel that I should and must attend the National Association of Deans of Men whenever possible is this: There is much to be gained by exchange of opinions, but in my memory there are three men who stand out as beacon lights of inspiration: Your own Dean Clark, Dean Coulter, and Dean Goodnight.

Whenever I have heard those men talk at National Association meetings, I have gone back home feeling proud that I am a Dean of Men, feeling that there is something infinitely important in the job that is beyond all the petty worry and wear and tear on everybody's nervous system that is experienced by anyone who is a dean of men. There is a future to look into, there is an influence on the actual lives and souls of these men. I don't mean at all from a social aspect, I mean something infinitely deeper than that, and I always left those meetings glad beyond words that I had been able to hear either one of those three men give us a real message that came from their hearts to our hearts.

That, to me, has been the thing which helped me most, and it seems to me that in this particular day, when deans of men are in a very anomalous position, that this inspiration is sorely needed. It is our generation, (and yet when I look around and see these younger men, I hesitate to say so), but it is on the whole, our generation that is responsible for the war which the world is going through. It is the fact that our generation has not thought rightly and has failed miserably that makes the things possible that are going on today, and it is to us of that generation that these boys are looking for counsel.

I feel very deeply the need of something like Dean Arkle Clark or Dean Coulter or Dean Goodnight today. I want to go back to Philadelphia with a bigger vision than I have at this present moment, because I must confess that I have been so bogged down by the details of the operation of my job, particularly as it pertains to the war, that I need something to take me out of it. I need something to take back with me to make this year's work mean something which no other year's work ever yet has meant.

I believe beyond all things, for deans of men, that "where there is no vision the people perish," and the deans of men will perish if they cannot get a big idea, something which they can pass on to these younger men, that will make them think that this thing that they are going through is worthwhile. For while we will pay with sweat and tears, they are the ones who, being in no degree responsible for the situation as it exists today, will pay with blood. I trust, therefore, that out of this meeting there will come that appreciation and visit by means of which we can give some help to these young men who come to us for assistance.

President Corbett: Thank you, Dean Stratton.

It is necessary to make a change in the Committee on Nominations and Place. Dean Mitchell is unable to be here. He hoped to be here, but he was taken sick yesterday, and couldn't come. Dean Lobdell couldn't be here because M. I. T. is having their commencement exercises at this time, and Dean McCreery is not present. I am therefore appointing the following Committee on Nominations and Place: Dean

Schultz as Chairman, Dean Cloyd, Dean Humphreys, Dean Bostwick and Dean Stratton.

The Committee on Resolutions is as follows: Dean Manchester is the Chairman, Dean French, Dean Somerville, Dean Croft and Dean Kinsel.

Now we come to the next item on the program, the informal reports from officers of any of the State Associations that may be in attendance. I don't know just who is here representing the several state associations, but I will be glad to have you make an informal report if you care to. We had a number of states reporting at our last convention.

Dean J. A. Park (Ohio State University): Mr. Chairman, the Ohio group met at Kenyon College about a month ago, and Dean Bruere was selected as our Chariman for next year. Perhaps because his term is just beginning, he feels a little modest. Might I suggest that Dean Bruere report for Ohio.

Dean John Bruere (College of Wooster): I didn't realize this report would be made this morning.

We met at Kenyon. I don't remember exactly the number who were there. Dean Richards of Dennison was the Chairman of this meeting, and had arranged a program to discuss the general affect of the war on the morale of the men on the campus, and we had a very good discussion, raised more questions than we could answer, and I think it was good preparation for this national meeting.

I think we are ready to try to thresh out some of the problems that were raised at that meeting, problems of the affect on next year's enrollment, of course, was one of the questions that came up, the relationship of the colleges to the new programs such as the V-1, which a number of our institutions are already engaged in, and problems of that sort. It was an informal discussion, and I think it was profitable for all who attended.

President Corbett: Thank you. Does someone else care to testify? (Laughter) Fred said the Illinois State Association had a meeting.

Dean R. G. Linkins (Illinois State Normal University): I hadn't planned to do this at all. The Illinois meeting was held at the University of Chicago the first week in April. The morning discussion was given over entirely to the place of speech and speech defects in an orientation program. It was a very worthwhile discussion, and that was continued even into the afternoon as a roundtable.

The afternoon meeting was devoted to a roundtable discussion of a war program, and just how the various institutions of Illinois would fit into that program. The meeting, I think was well attended this year, and particularly from the afternoon session, a great deal of profit was received by all of us.

Dean Earl J. Miller (University of California): Mr. Chairman, John Bunn who just spoke to us representing Stanford University was duly nominated and elected to the duty of reporting to this group from our Western Association of Deans of Men. I know he has been on the program and his modesty would prevent him from speaking, but I think he ought to carry out that task which we gave to him.

President Corbett: Now that you have had a little rest, we would like to hear from you again.

Dean Bunn: I was hesitating to rise to my feet again, because I thought I might be booed down. We have what we call the Western Association of Deans of Men. So far, there have been a few who have attended the meetings with the exception of those who are in the State of California, but we are in the habit of expanding and taking in a lot of territory out there, so we will probably be forgiven in organizing a Western Association of Deans of Men, even though only those from California attend.

At the meeting this year, our activities were more or less of a parasitical nature. Instead of having a regular program, we joined with the American College Personnel Association which was holding its meeting in San Francisco, together with seven other national organizations, among them the College Guidance Association and the National Association of Deans of Women.

We prepared no program of our own with one exception, but instead, left ourselves free to attend the sessions, of any of these organizations.

We did meet at noontime, in order to bla-bla back and forth with each other, and to enjoy that part of our sociability.

At the end, we met in order to hear Gilbert Wren of the University of Minnesota tell us about the administration of their counselling program in Minnesota. Outside of that, we had no formal activities whatever.

The next meeting will be held at Pomona College, where Dean Nichols holds forth, and Jim Corson, who is the Dean of Men at the College of the Pacific, a little college at Stockton, California, is our President for next year.

President Corbett: Thank you, Dean Bunn.

Dean Arno Nowotny (University of Texas): Dean Gardner keeps prodding me. California has spoken, so Texas has to speak. The Texas Association of Deans and Advisers of Men is meeting today and tomorrow in Dallas, Texas. We have met twice this year, including the meeting today. Last fall we had what we called the Texas Personnel Conference which meets in conjunction with all the deans of men and deans of women and the personnel managers of industry and utilities and government personnel men, and we had Miss Florence Kerr from Washington who spoke to us about women's work in the present emergency.

We also had the President of the Palmer Press of Kingsport, Tennessee, the largest publishing company in the world—so he told us.

We try to bring in certain personnel men from the field of industry and business. The educational boys sort of sit back and listen and I think we get a lot of good from a conference of that kind. I will be glad to send anybody who wants it a report of that conference at that time.

President Corbett: Thank you.

Dean E. L. Cloyd (North Carolina State College): I don't represent any state organization or any organization that I know of, but two deans did get together at my campus recently, Dean Floyd Field and myself, at an Interfraternity Conference, and Dean Field asked me to bring his greetings to this group and say that it was a regret that he couldn't be here. Many of the fellows know him, so I am extending greetings from Dean Floyd Field of Georgia School of Technology.

President Corbett: Thank you. Do we have any other state reports?

Dean F. I. Goldsmith (Purdue University): Reporting for the State of Indiana, I might say that the organization was founded more or less through the efforts of Dean Fisher of Purdue. The first meeting was held there seven years ago, and there has been a meeting each year since at some other school. Last year it was held at Manchester College, and I am sorry to say the enrollment was not as large as it had been in previous years. It was held about a week after our meeting at Cincinnati, so that Dean Fisher and myself were able to more or less outline the results of our meeting in Cincinnati last year.

The attendance was made up primarily of deans and advisers from rather smaller schools. The larger schools in the state such as Notre Dame and Indiana and so on, were not represented. I think that while the meeting was short, just a short afternoon and evening session, the problems that the different men had in mind and brought up at the meeting have been pretty well outlined by the Ohio representative, and they were more or less the same problems that we had in Indiana.

This year the meeting is to be held a week from tomorrow at Franklin College, and I expect to be there myself, and I hope that I shall be able to benefit enough from this meeting, and I am sure I will, so that I can take some words of wisdom to that meeting at Franklin College.

President Corbett: Thank you.

Well, if there are no other state reports, we will proceed. We have extended invitations to a number of people who are interested in our work, to visit with us during our meetings, and among others that we are glad to have with us, is Colonel Leonard Sparks, the Commandant at the University of Illinois, and I would like to introduce Colonel Sparks at this time.

....As he arose, the audience applauded....

President Corbett: We are all interested in military and naval affairs, and at this time the navy and army are very much interested in our work. Another guest that we have with us this morning that I would like to introduce, is Mr. Arthur Crowl, who is a Special Agent in charge of the Springfield District of the Federal Bureau of Investigation.

As has been indicated already this morning, we spent a good bit of our time helping out people who are charged with duties of investigation, whether it is navy intelligence, army intelligence, Civil Service, F. B. I., and I wonder if perhaps you will say a word to us this morning, Mr. Crowl, just a word to give us some idea of what we might do perhaps in helping in your work. (Applause)

Mr. A. H. Crowl: Mr. President, Dean Turner, Other Deans and Guests Assembled Here: Since the Federal Bureau of Investigation is in daily contact with many of the deans' offices represented here, I considered your invitation to spend a short period of time at your meeting a distinct privilege.

You and I are not working for the Federal Government in uniforms. Our job is different, and frankly, until I heard the previous discussions this morning, I did not realize the tremendous responsibility that you men have. While not in uniform, nevertheless you are helping the Federal Government, as has been indicated, and I myself can certainly vouchsafe that here at Illinois, Dean Turner is doing his part, because we have so much business here at the University that it has been necessary for us to have a special agent of the F. B. I. assigned to the vicinity of Springfield-Urbana. (Laughter) Wait a minute. I am not through, Gentlemen. I am carrying that point on—and that, I am most happy to say does not have to do with criminal investigation, because you gentlemen are in a position to contribute vitally concerning our expansion program.

The President of the United States, on September 6, 1939, made the F. B. I. responsible for handling all counter-espionage and counter-sabotage in the United States. Since then we have greatly expanded in personnel and every time we hire a person, it is necessary for us to investigate possibly ten people, because nine out of ten are possibly eliminated by the thorough character-investigation that an applicant must undergo, and information concerning college students must come through your office. And as I said before, the State of Illinois, and particularly the University of Illinois, does such a fine job in giving us personnel, that we are often here every day talking to Dean Turner, and I am most happy that notwithstanding this we have not worn out our welcome, because I know of one instance where six months ago I went into a college and introduced myself, told the dean that I wanted to make his acquaintance, and he was rather cold to me. After we had

talked a bit, he finally limbered up and said, "You know, that girl, so-also, that you hired yesterday, she was the best stenographer that I ever had." He happened to be President of another organization in addition to running this little college. That was most embarrassing, but we worked it out and eventually we were good friends.

On behalf of our Director, John Edgar Hoover, and every special agent of the F. B. I., I want to thank you for the splendid cooperation that we are uniformly getting from you.

We have called on you many times in the past, and we will have to continue to call on you for more in the future, and I have no fear as to what the results will be.

During the past two years, in addition to the handling of a multitude of National Defense investigations, the FBI has continued to give due attention to the numerous criminal violations of the type ordinarily brought to our attention during peace times. These cases have not been neglected because it is recognized that crime constantly gnaws at our internal strength and threatens our national security. During the fiscal year 1941, 6,182 convictions were obtained in criminal cases investigated by the FBI. This exceeds the record for any previous year.

It is important that we do not relax in the war against crime because it is among the ranks of the army of crime that foreign agents are most likely to look for recruits to assist them in their treacherous attempts to undermine our strength on the home front and thereby weaken us on the fighting front.

It is especially important that the schools and the churches be keenly aware of the large amount of juvenile crime in the United States. More than one-sixth of persons arrested for crimes last year were less than 21 years of age and these were not for comparatively trivial offenses for 864 such youths were charged with murder, 4,011 with robbery, 14,004 with burglary and 21,248 with larceny and related crimes.

Based on what has happened in the past, it would seem safe to predict that unless a substantial improvement occurs, several hundred thousand boys and girls now attending the schools of the land will, within a few years, be enrolled in the army of crime.

Crime conditions in this country indicate that we are in need of a moral and spiritual reawakening. The vicious philosophy that anything is all right if you can "get by with it" must be definitely rejected and thrown out of American thinking and living. We must set higher standards of performance for our youth and give them more encouragement to struggle toward them.

The predominance of youth in crime is not a pleasant picture. It is an indictment against the indulgence and apathy of the public. For this reason, there is an urgent need for the schools to emphasize more than ever the obligations of citizenship. Good citizenship must

be practiced daily by young and old if we are to continue strong as a nation.

A primary function of law enforcement is to circumvent those who attempt to engage in physical sabotage, the destruction of bridges, plants, machinery or other equipment vital to our national defense. Of equal importance is the defense against subversive propaganda. The same forces responsible for the defeat of democracy in other nations are attempting to alienate youth in America from democracy. Just as the underworld seeks recruits among our youths, so do these godless forces of totalitarianism seek to lure our boys and girls into false paths. The teachers of the land can render invaluable aid in combating these sinister influences, first by avoiding any statement or act which could possibly be interpreted as being sympathetic toward totalitarian doctrine; second, by teaching and living Americanism, the way of life which the toil and blood of our forefathers made possible for us and which we must constantly uphold and defend.

I thank you. (Applause)

President Corbett: Thank you, Mr. Crowl. Perhaps somebody might have some questions to ask Mr. Crowl. I don't know whether he can answer them or not.

Mr. Crowl: I should like to mention this, in connection with our expansion of personnel in our Bureau, and I have seen us grow from 321 agents ten years ago to over 3,500 now, and we are putting on men at the rate of fifty every week.

One of the things we like to do is talk to the schools and colleges concerning the positions in our Bureau. The position of special agent requires law trained men, accounting trained men or men with college degrees, who have a fluency in some foreign language, and I am sure in any state in the union, if you care to write or get in touch with the special agent charged with that job in our Bureau, he would be most happy to take advantage of the opportunity to talk to any group of students that you might have who might be interested in the work of the FBI.

Dean Stratton: Is there one in Pennsylvania?

Mr. Crowl: In practically every large city in the United States there is an office of the FBI, and by writing to FBI, Philadelphia, Pennsylvania, that would be the proper source. That would be true in Chicago, in Los Angeles, San Francisco, Philadelphia, or any of the large cities. We have 57 field offices all together.

President Corbett: Thank you very much.

Now, Don, you are the next man on the program with a report of the Committee on Coordination.

Dean Gardner: Mr. President and Gentlemen of the Conference: The Committee on Coordination of Welfare and Personnel Groups originated by this Association has been put on the shelf for the "duration" like many other useful but not vital organizations. A meeting had been planned for that fatal December 1941. As a result of the events so familiar to us all it was decided not to attempt to use the Committee but to give way to the new wartime coordination agencies.

Because I have intruded into the program of this Association by devious methods known only to myself for at least the past 12 years in some capacity or other, I pleaded with the President to give me a spot at this meeting even though I had no committee report. You know the kindness of these Yankees—when no money is concerned, so here I am. (Laughter) But seriously I do have a report of a Committee which I believe will interest you.

It is a Committee supported by the Hazen Foundation under the direction of the American Council on Education. The original instructions to the Committee were to write a brochure on religious counseling to supplement the now famous ones on the Student Personnel Point of View, Educational and Vocational Counseling and so forth. Under the able leadership of Dr. Merriam of Northwestern the group, consisting of Helen D. Bragdon of Lake Erie College, Raymond A. Kent, University of Louisville, Esther Lloyd-Jones, Teachers College, Columbia University, Clarence Shedd, Yale Divinity School, and Don-fred H. Gardner, of Akron University set to work.

Almost immediately the Committee realized that the phrase, "religious counseling," was not inclusive or definite enough. As in the case of many other things Pearl Harbor changed our perspective. I believe I can best present the intentions and thinking of the Committee by quoting extensively from some statements of the Chairman.

Japan's attack changed overnight the atmosphere of the American campus and presented all of us with a task which will call forth all our energies. Heavy demands are being made on higher education. Some hitherto perplexing problems of students have suddenly ceased to be urgent but new issues have unexpectedly taken their place.

American society has suddenly become clear and unified in its demands upon the individual, particularly young men. Each person is asked to defend his country against military attack and to carry the fight to the attacker.

For many, many months prior to December 7, students were confused and frustrated because our society had not made clear what it expected from them. Young people were torn by irreconcilable demands from classes, groups, and ideologies competing for allegiance.

Today the individual knows what concrete services are expected of him but the Committee recognized full well that the ethical quality

of America's demand upon the individual needs examination.

It doesn't suggest that intellectual and emotional tensions have been automatically resolved by a declaration of war and a suddenly achieved national unity. What is right must still be discovered by the individual and the search for many will be painful. For too long has higher education stressed individualism to the detriment of social responsibility. Fear of regimentation and indoctrination has so imbued some college faculties that many have gone to the other extreme. International and domestic economic and political questions were viewed as something alien to student interests and students seemingly accepted the benefits of society without gratitude or a feeling of responsibility for giving something in return.

With an abruptness rarely equalled in history the curtain has been torn aside. Men see now that they live and exist because of others and yes, in spite of others. We Americans are at long last conscious that our country is implicated in a world society which demands on its members. Australia, Burma, India, and a host of other places are the Saratogas, Gettysburgs, and Saint Mihiels of today.

And so a philosophy which seemed almost forgotten in the so-called bitter depression has been driven home to all—the ultimate values of human life. Today, too, all the need of a philosophy of life and the resources of fundamental loyalties become a pressing personal matter. Much that has passed as a workable philosophy of life for an economically privileged and somewhat sheltered group of young people will be found inadequate to meet the stern demands of this hour.

What has our culture to offer to meet this need? Our young people want to know. This Committee believes they want the simple truths, the spiritual values which have carried other men and other countries through such hours of trial in the past generations. These problems are of a piece with the problems of American society. If students feel confused and frustrated it is because society itself is confused and frustrated and has failed to find satisfactory answers to fundamental issues.

As our Chairman states, the Committee is faced with an impossible task. It cannot accurately describe the ethical and religious situation on the American campus. Attitudes, problems, movements present a bewildering variety even on a single campus. It is true that students are confused and are longing desperately for "something to tie to" as they say.

No statistical method can help define the situation nor can "normal" students be determined. What the Committee hopes to do is to indicate certain highlights selected on the basis of rather ill-defined criteria of relevance. With this reservation in mind the Committee hopes to present certain characteristics of the existing situation. The

Committee has found certain points emerging from its study. I will indicate just a few. There seems to be a widespread ignorance on the part of students (as well as others) about the beliefs, practices and history of their own particular churches. Also rather weak church ties and a negativistic attitude toward religion are predominating in American Society. But fundamentally there is a search for foundations, that is, an interest in escaping from confusion to a position which affirms the validity of intellectually tenable and socially effective ideals.

The Committee expects by summer to have brought together such generalizations and to point to certain spiritual values and methods of attainment which will help youth, education, and above all, America, to achieve the ancient philosophy, "to so think as to know thyself and to so act that by thine act thou canst make the maxim of thy conduct a universal law."

For the fundamental truth which we all can accept is that in the philosophy developed from the spirit of brotherhood and supported by the power of America lies the only method of saving the world from the results of that appalling philosophy so definitely stated in "Mein Kampf."

President Corbett: Thank you for your report, Dean Gardner.

The next Committee report is from our representative on the Defense Committee of the American Council on Education. Captain Ralph Williams is not with us, and I am going to ask Dean Turner to make the report at this time.

Secretary-Treasurer Fred H. Turner (University of Illinois): Dean Corbett, we put that down as a possibility for either Ralph Williams, formerly of the University of Maryland, who is now a Captain in the army, or Dean Metzger. I talked to Ralph on the telephone night before last, and he said he wasn't at all sure whether he would get here, but he hoped to fly out tomorrow with Major Ayling and General Hildring.

I have a letter that came in airmail this morning from Metzger, saying that unfortunately he simply couldn't come.

Briefly, these two men have represented us on three occasions with the American Council's Committee on Defense. If Ralph gets here he can tell us about it, and if not, there isn't anything that they can report to us that hasn't already been published in this series of defense bulletins which are numbered up to 24 now. They represented us in one of the recent news letters. I gave you Fraser Metzger's report, and if Ralph has anything more to say, I think there is a pretty good chance that he can hitch-hike out here with the General. If he doesn't, the gist of the report has already been given to you.

President Corbett: That will be one of the changes in our program, and we will wait until Ralph Williams comes tomorrow.

The next report is Dean Miller's report for the Committee on Subversive Organizations. Dean Miller.

Dean Miller: Mr. Chairman and Fellow Deans: I wish to correct one statement made by Dean John Bunn of Stanford University. The Western Association of Deans of Men did not start recently as John suggested. I made the first report from the Western Association to the National Association of Deans and Advisers of Men about 16 years ago. Our Western Association did not hold meetings for two years just at the time that John was coming into this work at Stanford, but we have had an association on the Pacific Coast for a long time and we have had many well attended and very profitable meetings.

The statement which I make to you at this time in behalf of my committee represents another change in our program.

Last year a committee of three was appointed consisting of Dean Ralph I. Williams of Maryland University, Dean Fred Turner of the University of Illinois, and myself. This committee you will recall was instructed to investigate and report to you on subversive activities in the various student organizations which operate in our colleges and universities.

It has been decided, however, that our report will not be given at this time.

Your committee has been at work and has collected a considerable amount of interesting and valuable material, which should and will be presented to you later. We have worked through a number of very productive channels and we have had most generous cooperation from our government.

Our committee, however, has decided, with the unanimous approval of your Executive Committee, that this is not a propitious time to present this report.

I am sure that in these times of national peril and world chaos I need not explain to this body the changed conditions which prevail in the field of international relations today as compared with those which prevailed a year ago when this committee was appointed.

Fortunately, the need for immediate information on this subject is not urgent. There has been a marked recession, in fact I might almost say a cessation of campus activity on the part of most of the organizations which we have been investigating and this condition will undoubtedly prevail for the duration of this emergency. This sudden cessation of activities in itself has great significance when related to the alignment of great powers in the present world-wide conflict.

There may come a time, however, and we hope for obvious reasons that it will be soon, when our members will feel the need for the information which we have been collecting and the signs all point to the

conclusion that we will feel this need more urgently than ever before. This time when we will need this information will automatically coincide with the time when it again will be appropriate to present it.

We hope therefore, that this committee will be retained in order that it may continue its investigations and be given an opportunity to report in full at a later date.

In the meantime I should like to make one comment. I shall not presume to advise you experienced gentlemen on this subject, but I have made one decision for myself as a direct result of my investigation. I shall do all I can to discourage our students from joining and thereby helping to expand any of the national student organizations now operating in our American colleges. If you do not welcome them now you will not find yourself unwillingly saddled with them when you learn more about them later. That is admittedly a very conservative policy, but it is a safe one and I believe a wise one.

President Corbett: We thank you, Dean Miller, for the work you and your Committee have done on this assignment, and in line with your recommendation, I would like to entertain a motion that this Committee on Subversive Organizations be continued.

Dean G. E. Hubbell (Principia College, Elsah, Illinois): I move we continue the "Dies" Committee. (Laughter)

Dean Cloyd: I second the motion.

President Corbett: You have heard the motion that this Committee be continued. Is there any discussion on the motion? All in favor of the motion will signify by saying, "aye"; those opposed, "no". The motion is carried.

Now I think that Fred has a few matters to tell us about at this time.

....Announcements....

Secretary-Treasurer Turner: I want to say something about the men who aren't here. It is next to impossible for Dean Coulter of Purdue to come. He is so feeble that he doesn't dare make the trip. He is over at Lafayette now, and his physical condition is just such that he dares not come.

Dean Bursley at Michigan, is having Honors Day tomorrow, and that is why he isn't here. But he sent his brother and two more men, so surely three men can represent him, although we will miss him.

Dean Goodnight is off duty. He has been in the hospital with a very severe dermatitis. The doctors sent him up to St. Paul. He is there with friends, but he is off duty and will be off for the rest of the spring. His assistant, Bill Blaesser, if he hasn't come already, is coming and will be here.

Dean Nicholson of Minnesota, who became one of the emeritus

members last year, I am sorry to tell you is in the hospital at Minneapolis. He fell about a week ago and broke his hip.

Vic Moore of Texas is under the weather and simply is unable to come, although "Shorty" said that up to the last minute he thought he would be able to get here. We miss those people. They are the guiding stars for us, and it is up to us to try to carry on this thing without them at this meeting.

I think those are all the announcements that I have at this time.

President Corbett: Thank you, Fred. I think it is rather wonderful that we have such a large turnout for this meeting. I felt that possibly this would be a rather small group, but we have an unusually large group for the opening meeting.

The man who just came in is Dean Dirks. If you wish to meet him and say hello to him, we will now declare a recess of about five minutes, and then we will convene for the rest of the morning's program.

....Recess....

President Corbett: The meeting will come to order. I know that you have all been aware of the fact that Dean Lange has had a working committee this year. You know, we have all agreed that when one of our members asks us to respond to a questionnaire, that we would do so, and it is very seldom that we have anything of that sort to trouble us. I am sure that Dean Lange has a great deal of information, a great deal of material that he has worked up, and I will now call on him to give us the report of the Committee on Orientation.

Dean Laurence W. Lange (Ohio University): Mr. Chairman, and those of you who did and did not answer the questionnaire: (laughter) I have been duly impressed by Don Gardner's query a moment ago, "Am I going to stuff a lot of figures down your throat?" I told him "No," that I would give them to him on a mimeographed sheet so he could take them home and have somebody explain them to him. (Laughter)

I suppose it takes the hard way for some people to learn, and I am one such person. When that paper on Freshman Orientation was read last year at the Cincinnati meeting, the suggestion was thoughtlessly made that a Committee be appointed to make a survey. Of course, the Executive Committee said, "Fine; you do it." So, here it is. And to make it as painless as possible, your committee has brought together the main results. What I want to do, then, is tell you about the background of the survey, and our reactions so you can take the material home and make the most of it.

FRESHMAN ORIENTATION SURVEY 1942**1. Background Of This Survey**

In a national emergency, the conservation, training and counseling of youth requires the highest priority rating. Many of us who are trying to guide college men have been through the war adjustment before. There are, however, a large number to whom this crisis is a new experience. At this time the National Association of Deans and Advisers of Men has a splendid opportunity for bringing together the experienced and the inexperienced among our members to share, to discuss and, perchance, to solve vexing difficulties affecting each of us. The appointment of a committee to survey orientation practices was particularly timely.

The Committee on Freshman Orientation included Wray H. Congdon of Lehigh, Garner E. Hubbell of The Principia, Wesley P. Lloyd of Brigham Young, Richard R. Rubottom of Texas, and Laurence W. Lange of Ohio University as Chairman. This public recognition of their assistance is but small recompense for their value as a strong right arm in steering the Chairman through this survey.

Following the basic precept of good administration, your Chairman immediately began casting about to find others to do the work. His graduate course in Student Personnel was drafted for the emergency and did much of the background reading and evaluation of source materials. Special thanks are due to the members of my staff at Ohio University. Harley B. Smith, Assistant Dean of Men, and Carl W. Knox, Resident Manager of the Men's Dormitory and Assistant in the Office of the Dean of Men, have done yeoman's work in preparing the mimeographed reference material which is available at the Exhibit Desk as well as setting up the exhibition of the wealth of material which you sent to the committee. This difficult assignment has been exceedingly well done and I am pleased to have this opportunity to record my appreciation in public.

The Charge to the Committee

As its first step in organizing this survey the committee reviewed the charge under which it had been appointed. The suggestion of the Chairman in his paper on Freshman Orientation at the 1941 Conference was that a committee be appointed to report on new practices and developments in the field of freshman orientation. (NADAM Proceedings, 1941:73) Following this, Dean Moore moved that this proposed committee present "a condensed report including what the committee has found to be the minimum essentials of successful orientation and such suggestions for improvement and advancement as the committee finds to be of value to them" (NADAM Proceedings, 1941:79)

This charge was interpreted by your committee to mean that you

wanted a simple, practical, usable survey; a report which would include a minimum of involved statistical manipulations with a maximum of suggestions. We have tried to do just that.

Securing the Information

To secure its working information the committee made two requests. First, in August, 1941, you were asked to send samples of Freshman Week and other orientation material. Second, in a letter dated February 28, 1942, you received a brief questionnaire. A total of 209 colleges and universities were asked to cooperate. The returns from 119 schools were encouraging when it is realized that to save expense no follow-up was made to bring in late returns and no usual stamped self-addressed return envelope was included. Some materials already in the hands of the Chairman were also used.

The materials or answers from 119 colleges covered 46 states. Only West Virginia and Arizona prevented a clean sweep. Thus north and south, east and west were represented. Included were small schools, large ones; state universities and private colleges, urban and non-urban schools. The greatest concentration of replies came from the area containing the greatest number of colleges; namely, the North Central and North Atlantic states, with the others scattered widely throughout the country.

The committee wishes to thank those who helped by furnishing the data requested.

The Field of Orientation

Freshman orientation was defined by Dean Lange at the meeting last year at "the process of aiding each individual to make the best possible adjustment to the college situation with a minimum of wasted time, effort and ability." (NADAM Proceedings, 1941:68) In this report freshman orientation has been divided into two categories: (1) Freshman Week and (2) other orientation.

II. Minimum Essentials for Successful Orientation

You were asked by the committee to consider "a basic program of freshman orientation" and to rank in order of importance what you considered to be "the minimum essentials of your orientation program."

TABLE I

Rank Order of Freshman Week Activities Listed as Minimum Essentials

Rank	Ranked as Most Important		Total Number of Times Mentioned		
	Activity	N	%	Activity	N %
1	Testing Program	20	40.0	Testing Program	52 30.7
2	Registration	16	32.0	Registration	41 24.2
3	Lectures and Assemblies	8	16.0	Lectures and Assemblies	36 21.4
4	Social Functions	3	6.0	Social Functions	20 12.0
5	Campus Tours	2	4.0	Extra-curricular Activities	8 4.7
6	Other Activities	1	2.0	Campus Tours	7 4.1
7				Other Activities	5 3.0
	Total	50	100.0	Total	169 100.1

Table I shows that you considered the testing program to be the last thing which should be abandoned in any streamlined Freshman Week program. If you are planning to curtail your testing program you would do well to consider the weight of this evidence. Registration ranked second. If these answers are to be accepted at face value, this rating could only mean that many would rather give up having freshmen than give up the testing program!

Social Functions, extra-curricular activities, campus tours and other activities were considered to be the least essential of the minimum essentials. Where registration and the testing program are ranked as most important in 72% of the cases perhaps there is some justification in the criticism which accuses the colleges of being more interested in getting something out of the freshman than in giving him something in the way of adjustment to college. Certainly here is a challenge for those of us who believe that the adjustment in the first few days is of paramount importance. Can tests and registration be more important than personal contact in successful introduction to college? Fourteen different orientation activities other than Freshman Week were listed as the most important orientation device in the program of thirty-three schools. Table II gives this information.

TABLE II

Orientation Devices Other than Freshman Week Which
Were Ranked as Most Important

Activity	Number of Times Ranked As Most Important
Counseling by Personnel Officer	11
Counseling by Faculty Members	5
Orientation Class	5
Counseling by Students	2
Hygiene Course	1
Medical Examination	1
Chapel	1
History of University	1
"How to Study" Lecture	1
Vocational Orientation	1
Use of Library Laboratory	1
Social Program	1
Orientation Booklet	1
Fraternity Rushing	1
Total	33

Counseling was ranked as far and away the most important essential of your orientation devices other than Freshman Week. It is encouraging to note that personal contact is definitely recognized as basic in the continuing adjustment problem throughout the year. Group guidance through lectures, special assemblies and orientation courses ranked second. These results are summarized in Table III.

TABLE III

**Rank Order of Orientation Devices Other than Freshman Week
Listed as Minimum Essentials**

Rank	Ranked as Most Important		Total Number of Times Mentioned		
	Activity	N	%	Activity	N %
1	Counseling	17	53.1	Counseling	41 50.6
2	Lectures and Assemblies	10	31.3	Lectures and Assemblies	27 33.3
3	Miscellaneous	2	6.2	Health	5 6.2
4	Health	2	6.2	Health	4 4.9
5	Social Program	1	3.1	Miscellaneous	4 4.9
Total		32	99.9	Total	81 99.9

III. Outstanding Features of Orientation Programs

The second charge to the committee was that it should collect "suggestions for improvement and advancement." Therefore, you were asked to re-examine your 1941 program of orientation for "outstanding features." "Outstanding features" was defined in the letter of transmittal sent with the questionnaire as follows: "Have you developed an unusual device which works well for you? Have you found a new twist to a common device which makes it more effective? These are the 'outstanding features' we ask you to share."

There was some variation in the interpretation of "outstanding features" so the committee simply exercised its prerogative of editorial freedom in evaluating your answers. Fifty-eight schools sending back the completed questionnaire listed some part of their program as outstanding. Eighteen felt that nothing in particular was outstanding.

The activities of your 1941 Freshman Week programs which you listed as outstanding are summarized in Table IV.

TABLE IV

**Outstanding Activities of 1941 Freshman Week
Program Arranged in Rank Order**

Rank	Activity	Number of Times Mentioned
1	Testing Program	66
2	Assemblies and Lectures	61
3	Social Functions	36
4	Conferences with Advisers	19
5	Extra-curricular Activities	13
6.5	Registration	8
6.5	Campus Tours	8
8	Frosh Camp	6
9	Religious Activities	1
Total Number of Activities Considered Outstanding		208

The following activities are representative of the outstanding features which you listed. It is suggested that if any of these ideas sound attractive you would do well to secure the details directly from the college involved as listed at the close of this report.

TABLE V

Selected Outstanding 1941 Freshman Week Features

College	Outstanding Feature	Description
I. TESTING PROGRAM		
Allegheny	Complete Diagnostic Test Program	Tool subjects, personality, vocational interest, fundamental attitudes. Provides a basis for individualizing.
Cincinnati	Vocational Guidance Tests	Sent to home of student before entrance.
Illinois I. T.	Battery of Tests	Over-jagged educational profiles are referred to psychologist for diagnosis and treatment.
Michigan	Speech and Hearing Tests	Clinic for corrective work. Held at five centers in state before Freshman Week. Graphed individually and put in hands of advisers early.
New Hampshire	Placement Tests	

TABLE V (Continued)
Selected Outstanding 1941 Freshman Week Features

College	Outstanding Feature	Description
II. ASSEMBLIES AND LECTURES		
Akron	Hygiene Lectures	Includes mental hygiene. Is opening lecture in a series.
Berea	Assemblies	President, Dean, Registrar, Director of Admissions present orientation information in lectures of one hour each.
Cincinnati	General Convocation and Luncheon	Welcome addresses and group singing.
Colgate	Discussion Groups	Professor and two undergraduates discuss college objectives. Held out of doors.
Lafayette	Freshmen and Parents Orientation Luncheon and Lectures	Parents and freshmen have luncheon and hear speeches by administrative officers.
Tennessee	Torch Ceremony	Torch of Preparation passed on to new freshman class. Impressive.

III. SOCIAL EVENTS

Colgate	"Campfire Supper and Clausen Talk"	Outdoors at campus beauty spot. Address by alumnus. President meets freshmen.
	Informal Conversation at Meal Time	35 faculty men, 45 student leaders intersperse with freshmen. All freshmen week.
	Informal Athletics	Each afternoon leaders par-

TABLE V (Continued)**Selected Outstanding 1941 Freshman Week Features**

College	Outstanding Feature	Description
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III. SOCIAL EVENTS (Continued)

ticipate.

Grinnell	President's Party	'Real jamboree' — County fair party — mixers, refreshments, social plans, 60 student assistants in orientation help.
Pittsburgh	Freshman Banquet	Many faculty members—ritualistic introduction to tradition.
Puget Sound	Stunt Night	One feature by each group of freshmen directed by upperclass dramatic students. Discovers abilities and disposition and helps form acquaintances.
Tennessee	Luncheon and Music Program	Plate lunch and music. Songs sung. Leaders introduced. Splits up busy testing day.
Virginia Poly.	Group Sing and Entertainment	Freshmen meet each evening under direction of imported pepper-upper and M. C. To disperse evening loneliness.

IV. COUNSELING

Akron	Student Counselors	Excellent. New students visited at homes, followed up through semester.
Denison	Pre-registration Counseling	Background record card gone over with faculty member before registration. Includes entrance tests and high school background.

TABLE V (Continued)
Selected Outstanding 1941 Freshman Week Features

College	Outstanding Feature	Description
IV. COUNSELING (Continued)		
Grinnell	Same as above	To avoid academic mortality.
Hamilton	Same as above	With emphasis on curriculum choice.
Illinois I. T.	Senior Advisers	Outstanding senior makes freshman acquainted with traditions, buildings, aspirations, faculty, etc. Satisfying to freshmen.
Illinois State Normal	Faculty and Student Counselors	Each freshman group has man and woman upper-class counselor and a faculty counselor. Counselor acts as "leaven in dough".
Lawrence	Admissions counselors greet students	"....Our admissions counselors (were) on the campus to talk with students as they arrived. The sight of a familiar face seemed to give confidence to some of them."
Ohio U.	Conference with faculty counselors	"Initiates the University College counseling program."
V. EXTRA-CURRICULAR ACTIVITIES		
American U.	Extra-curricular registration	Phi Delta Kappa and Mortar Board handle explanation and lecture on regulation of student activities.
Illinois	"Introduction to Student Activities"	Exhibits arranged in gym to demonstrate extra-curricular activities.
Tulane	Campus Show and Pep Night	Sample Campus Night.
Wayne	"Student Activities on the March"	Whole pattern of 110 organizations presented in March of Time fashion.

TABLE V (Continued)**Selected Outstanding 1941 Freshman Week Features**

College	Outstanding Feature	Description
		Value—speed, panoramic qualities and complete picture.

VI. TOURS

Brigham Young	"All Freshman Trek"	Student body officers conduct. Faculty member gives explanation of work done as groups stop at buildings.
Brooklyn (day)	Tour of Buildings	Includes demonstration of work done in departments.
Cincinnati	Tour of City	By Cincinnati Street Railway Busses. (3 hours)
Tulane	Combined Campus Tour and Student Lectures	"Walk about campus in groups and pause at intervals for talks on activities."

VII. MISCELLANEOUS

Colby	Freshmen Camp	Fifty selected men. Three days. Group proves to be real leaders during Freshman Week and later.
Wittenberg	Religious program	Student religious leaders act as guides first Sunday to aid freshmen in going to churches. General Sunday evening program (same day) to acquaint with all student religious work.

In similar fashion you were asked to rank in importance the activities which you considered to be outstanding in your orientation program other than Freshman Week. Eight types of activities were recorded and these are shown in Table VI.

TABLE VI

**Outstanding 1941 Orientation Activities Other Than Freshman
Week Arranged in Rank Order**

Rank	Activity	Number of Times Mentioned
1	Counseling by Faculty	23
2	Special Lectures and Assemblies	19
3	Social Program	15
4	Orientation Course	13
5	Counseling by Personnel Officers	10
6	Counseling by Students	9
7	Health Program	2
8	Class Organization	1
Total Number of Activities Considered Outstanding		92

The main purpose of this report is to exchange ideas. Table VII presents a brief summary of some of the orientation activities other than Freshman Week which were considered by the school represented to be an outstanding feature. Further details should be secured directly from the school involved.

TABLE VII

**Selected Outstanding 1941 Orientation Activities
Other Than Freshman Week**

College	Outstanding Activities	Description
1. COUNSELING		
Allegheny	Continuous Counseling by Residence Proctors	Good because meets problems as they come up.
Berea	Faculty advisers	Make decisions on procedure rather than sending case to Dean, thereby keeping continuous contact with student.
Colgate	Preceptorial Program	Every week freshmen meet faculty adviser for one hour. Highly personalized program. Also conference with Dean of Freshmen at least every five weeks.
Cooper Union	Counseling (In-	After grades come out, if

TABLE VII (Continued)

Selected Outstanding 1941 Orientation Activities
Other Than Freshman Week

College	Outstanding Activities	Description
I. COUNSELING (Continued)		
	structors and Student Relations Office)	difficulty is peculiar to one subject, instructor of that subject does counseling; if peculiar to several, discussed in interview with Student Relations Office.
Fordham	Teacher's Personal Interviews with own Students	Once a semester, on completion of second semester interviews, teach files "Personality Report" on each student. Since required, dissolves student's timidity about approaching teacher. Gives splendid opportunity for learning and ironing out "kinks", so common among freshmen.
Illinois State Normal	Student Counseling System	Men and women upperclassmen counsel groups weekly. "I feel that student counseling is the most valuable type of counseling."
Louisiana State	Student Dormitory Counselors	Ninety counselors meet for three-day training session before school starts. Follow through not too successful.
Oberlin	Faculty Advisers	Faculty member is adviser for two years. Students go to homes of faculty. Freshmen also go with group to faculty home once a week for discussion of college life and problems.
Ohio	Dormitory Counsel-	Selected graduate and under-

TABLE VII (Continued)
Selected Outstanding 1941 Orientation Activities
Other Than Freshman Week

College	Outstanding Activities	Description
I. COUNSELING (Continued)		
	ors	graduate counselors reach students in daily work.
Syracuse	"Freshman Orientation Houses"	"50% reduction in student mortality" using special houses.
II. ASSEMBLIES AND LECTURES		
Grinnell	Vocational Guidance Discussions	Series of round tables with members and chosen visitors. Discussions of vocational trends, tests, etc.
Mississippi	Annual Career Conferences for Freshmen	
New Hampshire	Skits on Grades, Manners, Study Habits	Written and directed by upperclassmen. Acted by freshmen before freshman assembly.
Western Reserve	Vocational Guidance Assemblies	Lectures on professions by experts in fields.
III. ORIENTATION COURSES		
Akron	Course in Hygiene	How to Study, remedial reading, self-diagnosis. Includes mental hygiene.
Cincinnati	Orientation Course	Small groups led by student advisers. Discussions on how to study, budgeting, campus activities, conduct, etc.
Illinois I. T.	Study Technique Course	Two hour course for first part of term. At end of period good students re-

TABLE VII (Continued)

Selected Outstanding 1941 Orientation Activities
Other Than Freshman Week

College	Outstanding Activities	Description
III. ORIENTATION COURSES (Continued)		
		leased, others held.
Michigan State	Orientation Course	Juniors and seniors act as chairman of the 5 sections, introduce lecturer, take roll, handle questions. Also brings in some student lecturers.
Wayne	Orientation Course	Used to develop class government. Faculty "leaders" not "instructors" used. Each section limited to 25 students.

The material just presented lists your statement of the features in your orientation of freshmen which you considered to be outstanding. Dean Harley B. Smith, of Ohio University, has made an intensive survey of the printed material which you submitted. Mr. Carl W. Knox, also of Ohio University, has assisted in preparing valuable summaries which have been mimeographed separately. Pick up copies at the Exhibit Desk and look over the actual material displayed there.

IV. SUGGESTIONS FOR ORIENTATION PROGRAMS

After spending many long hours scrutinizing the comments and materials submitted in this survey, it was inevitable that certain suggestions would occur to the committee. In this section the usual distinction between the Freshman Week program and other orientation devices has not been maintained and the suggestions deal with the general problem of orienting freshmen.

Testing Programs

Sound counseling must be based on as complete information as can reasonably be collected and intelligently digested. Proper guidance before the start of classes may reduce academic disappointments. The testing program provides one set of facts about the individual.

Test results may be made available for more effective counseling during Freshman Week by (1) administering the tests in off-campus centers during the summer (as at New Hampshire); (2) sending the

tests to the home of the student before he comes to the campus (as at Cincinnati); (3) giving the tests as early as possible in the Freshman Week program; (4) conducting a pre-registration Clinic which analyzes and discusses student abilities and difficulties before he arrives on the campus (as in the Summer Clinic at Allegheny).

In brief, a comprehensive testing program administered early enough to be used before classes begin should be the basis for sound counseling.

Assemblies and Lectures

Group orientation is provided by assemblies and lectures. Your committee suggests that your program of lectures be re-examined yearly for hardening of the arteries. They may easily degenerate into the professor's indispensable and time-worn notes which, like concrete, are thoroughly mixed up and permanently set.

You would do well to note Lafayette's luncheon and orientation lectures wherein the parents share with their sons the experiences of the opening days in college. There is a real builder of mutual understanding and good-will. Colgate has worked out a highly individualized program which utilizes faculty and undergraduates to reach the new student. Arteriosclerosis of the lecture is prevented at New Hampshire by changing the cast each year and using the freshmen themselves in presenting skits on pertinent orientation problems.

Social Functions

The need for social orientation varies with the location, size, character and traditions of each school. Still, no student has been properly introduced to college until the social side has been covered. It is true that many of the frills which decorate our programs are to be found in the social program. However, it remains an indisputable fact, as George Eliot has so aptly pointed out, that "the world is made up largely of other people." The personnel point-of-view necessarily includes attention to the social adjustment of the student.

Especially in residence colleges the freshman may need extra attention during his first few days in the new environment. Here are some suggestions. Where feasible, utilize the informal atmosphere provided by the out-of-doors program (as in the Campfire Supper at Colgate). Mix faculty, upperclassmen and new men informally as an "ice-breaker" (as in Grinnell's "President's Party" or Pittsburgh's "Freshman Banquet"). Bring the freshman into some early group activities in which each participates (as in Puget Sound's "Stunt Night"). Keep the freshman busy during the long evenings to avoid homesickness and to encourage group acquaintances.

Counseling

Consider our raw material—seventeen or eighteen years of mental,

physical, moral, and social development and conditioning; the product of as many diverse influences as can be imagined; each one an individual. The wisdom of Solomon scarcely begins to solve the problems presented, yet the blame for maladjustments is left like an unwanted child on the personnel door-step. Personal counseling is our fundamental formula. Let us make the most of the counseling techniques which have been found helpful on other campuses.

There seemed to be a tendency to experiment with the use of students as advisers. While there is much to recommend this practice it is essential that such undergraduate counselors be trained. Be sure to see the exhibit of Counselor's material, handbooks and pamphlets from Iowa, Kansas, Louisiana State, Muskingum, Northwestern, Washington U.

Akron has its student counselors visit the new students at their homes and then follow up this contact throughout the semester. Each freshman group at Illinois State Normal had a man and woman upper-class counselor to bring in the student's point of view. The Illinois Institute of Technology and other schools used student leaders to present certain orientation material to the freshman. Student-to-student contact is often more effective than when the barrier of faculty rank is interposed. Northwestern's follow-up of the first written impression of the new student appears worthy of consideration.

The value of a familiar face in making a person feel more at home was recognized by Lawrence College which had its "admissions counselors on the campus to talk with the students as they arrive." These same men had previously met the prospective freshmen in their homes or preparatory schools.

The importance of pre-registration counseling was emphasized by a number of schools. (Denison, Grinnell, Hamilton). By combining high school preparation, information, test results and other personal information about the student, this type of counseling can be highly effective in warding off later breakdowns due to maladjustment.

The committee realizes that group guidance is adequate for some material but re-affirms its basic loyalty to personal work with the individual by a friendly, trained counselor.

Orientation Courses

Thirteen schools listed their orientation classes as one of the outstanding features of their 1941 orientation program. This number should be increased by including some other schools which offer a series of lectures. This technique is the medium for group orientation. Its chief problem is that of personalizing group lectures and discussions. In general, the schools attempted to break the class down into smaller sections. Wayne limited each group to 25 students. Cincinnati used

small groups led by student advisers. Michigan State used juniors and seniors as chairmen of five sections into which the class was divided.

The suggestion of your committee on this problem is that the class be brought together for key lectures and divided into as small groups as feasible for discussion. This technique should provide a means for discussing general problems and encouraging individuals to follow up personal problems with their counselors.

Extra-curricular Activities

Whatever the opinion of the faculty may be with respect to the merits of extra-curricular activities as methods of filling student's working hours, there can be no doubt of the importance they rate with the students themselves. The common technique for orienting the freshman to extra-curricular activities is through a publication of some kind supplemented by talks by faculty and student leaders.

Illinois has attacked this problem more effectively by instituting an exhibition night when the activities present a demonstration of their programs for the freshman in the gymnasium. This gave the new man a quick over-all picture of the activities available and served to introduce the leaders of those activities at the same time. Wayne has worked out a program entitled "Student Activities on the March" in which the whole pattern of 110 organizations was presented in March of Time style.

Tours

The freshman's immediate problem upon arrival on the campus is that of finding his way in strange surroundings. Organized tours of the grounds help him feel at home. Upperclass students with practically no training at all can be used for this work so there is little reason for not including a campus tour in your program.

Some schools have added desirable touches to the basic program. At Brigham Young the "All-Freshman Trek" not only introduced the man to the geographical intricacies of the campus but used a faculty member to explain the work done in the various buildings. Brooklyn College included demonstrations in several departments.

Orientation to the strange city may be just as vital as orientation to the local campus. Cincinnati accomplished this by taking freshmen on a bus tour of the city.

Summary

This survey has brought together your opinions as to the minimum essentials and outstanding activities of Freshman Week and other orientation devices. As with many college customs, the particular brand of orientation followed on each campus is largely a matter of individual experiment and growth based on the peculiar combination of circumstances existing in that school. The test of your program

should be "Does it work for you?" As the Chairman of the Freshman Advisory Committee at South Dakota put it "....there is nothing outstanding in this program except that it works."

Your committee realizes the inadvisability of setting up any ideal program which would suit everyone. We have, therefore, simply gathered and summarized your ideas and suggestions and have presented them here for your consideration. If you profit by any of the proposals, more power to you. Even if knowing about these other programs makes you feel better about your own, the report has been worthwhile!

V. EFFECT OF THE WAR

The declaration of war on December 8, 1941 initiated readjustments in every walk of American life. The colleges, too, were faced with the need for gearing their programs to the war effort. But colleges do not change their set with ease. No one could know just what should be done. The general uncertainty was well stated by Loyola University (Chicago) that "like many other schools, we are feeling our way along, and we are not sure at present just what is going to develop." Some felt that March was too early to make any statement since plans were not yet under way. Still others expressed the hope that this survey might give them a lead for effective action.

Table VIII reports various activities which the several schools are planning to eliminate or curtail in the Freshman Week program because of the war.

TABLE VIII

Activities to be Eliminated or Curtailed in Freshman Week Programs Because of the War

School	Activity Eliminated or Curtailed
American U.	Annual visit to Naval Observatory and Navy Yard.
Beloit	Lectures on various phases of college life ahead.
Brooklyn (day)	Freshman hazing (caps and regulations).
Capital	Freshman Week (including lectures and testing program) shortened because of stream-lined semester.
Colgate	Freshman Week program cut from 6 to 3 days.
Cooper Union	Usual Freshman Week program at camp abandoned because of demands of Civil Eng. Dpt. and shortened time available.
Georgia S. I	Freshman Week eliminated.
Kent	Freshman Week shortened and certain activities carried out after the opening of the university.
Lehigh	Freshman Week probably will be "pared down to the testing program eliminating talks to freshman....and some 'frills'. Perhaps no loss, especially the talks."
Maine	Some tests eliminated as well as evening assemblies and entertainment.
Oberlin	Program "shortened to four day week."
Ohio	Activities "concentrated to save one half day for classes."
Penn State	Eliminating library instruction, language tests, faculty counselor meetings and song practice.
Pittsburgh	Program cut "to be slightly less pretentious and expensive."

This information has been grouped in Table IX according to the activity involved.

TABLE IX

**Summary of Activities to be Eliminated or Curtailed
In Freshman Week Programs Because of the War**

Activity	School
Freshman Week Eliminated	Cooper Union, Georgia S. T.
Freshman Week Shortened	Beloit, Capital, Colgate, Delaware, Kent, Lehigh, Oberlin, Ohio, Penn State, Pittsburgh, Trinity, Wesleyan
Testing Program Shortened	Capital, Maine, Penn State
Lectures Curtailed	Beloit, Capital, Lehigh
Freshman Hazing Eliminated	Brooklyn, Washington U.
Song Practice Eliminated	Penn State
Social Events Curtailed	Maine
Navy Field Trip Eliminated	American U.

These headings are not mutually exclusive, make no claim to completeness. They are given solely for your information. If you are contemplating changes in your Freshman Week program the table above will give you some idea of how others are curtailing their programs.

What activities are being added to Freshman Week plans because of the war situation? Table X summarizes this material.

TABLE X

Activities Added to Freshman Week Plans Because of the War

School	Activity Added
Akron	"Possibly better integration of R. O. T. C. program."
American U.	Drills in air-raids and black-outs.
Brigham-Young	Special emphasis at orientation time on training for defense skills and their relationship to regular L. A. education.
Brooklyn (day)	Content of speeches "refocused" in the light of present situation.

Capital	a. Counseling rearmed services. b. "Special attention to gifted students" including recognition and encouragement, help toward graduate work.
Colgate	Counseling about "military draft and enlistment regulations."
Furman	Orientation for students starting in summer.
Grinnell	Personal interview with every student about his relation to the draft and its effect on vocational plans.
Hamilton	Intensive physical examination which classifies students according to probable draft status for army, navy, air corps.
Illinois	Required physical examination seeking to discover remedial defects.
Kent	"Certain opportunities for defense and war projects", added.
Nevada	Counseling about effect of war on educational and vocational plans.
Oberlin	Orientation in February and June.
Ohio	Special assembly re war activities.
Pittsburgh	Counseling about "problems and discomfort caused by the war and impending military service."
Puget Sound	Counseling about the war and its effect on educational plans.
Stanford	a. "Comprehensive testing program", planned. b. "May organize two orientation programs" in June and September.
Texas	Recruiting by naval R. O. T. C. permitted.
Virginia Poly	Increased counseling, especially about the war.

Wayne New Students receive "complete review of student war efforts at Wayne" from "Student War Efforts Committee."

Western Reserve Freshman Week in June and in September.

Wichita Lectures on effect of war on educational plans.

The following table (Table XI) summarizes these additions to Freshman Week programs by grouping them under broad and somewhat overlapping headings according to activities.

TABLE XI

Summary of Activities to be Added to Freshman Week Programs Because of the War

Activity	School
Counseling re Armed Services	Capital, Colgate, Grinnell, Ohio
Counseling re relation of war to educational and vocational plans	Brigham Young, Grinnell, Nevada, Pittsburgh, Puget Sound, Virginia Poly, Wayne, Wichita
Orientation program for Summer Semester	Allegheny, Bucknell, Michigan, Furman, Oberlin, Ohio, Stanford, Pittsburgh, Virginia Poly, Western Reserve
Physical Examination Emphasized	Hamilton, Illinois
Comprehensive testing program	Stanford
Orientation Lectures "refocused" to war basis	Brooklyn (day)
"Opportunities for defense and war projects"	Kent
Drills in air raids and blackouts	American U.
"Special attention to gifted Students"	Capital
Recruiting by R. O. T. C.	Texas

The committee again urges you to write directly to the administrators in charge of these programs if the changes proposed seem to offer likely suggestions for your own situation. The list of men who supplied this information is appended.

You were also asked to report the changes you were contemplating because of the war in your orientation plans other than freshman week. Table XII presents the replies from some of the schools.

TABLE XII

Activities Eliminated or Curtailed Because of the War in
Freshman Orientation Programs Other than Freshman Week

School	Activity Eliminated or Curtailed
Allegheny	Faculty to refer "critical cases only" to Dean of Men due to increased load of war work.
Cooper Union	Mid-semester counseling for freshmen and sophomores.
Creighton	School annual.
Fordham	Extra-curricular activities to be curtailed.
Furman	Course in problems of freshmen.
Georgia S. I.	Activities of first six weeks curtailed.
Grinnell	a. Testing reduced and spread over two months. b. Social activities reduced.
Idaho	Possible elimination of Freshman Handbook.
Louisiana State	Necessity of selecting orientation leadership from lower classes may change quality of program.
Mississippi	Expensive social affairs to be reduced in cost.
Nevada	Engineering and Home Economics orientation course.
Penn State	a. Dancing (all dancing?) b. Campus tours.
Stanford	Interviews with professors and industrial leaders.
Syracuse	Will be lacking qualified counselors.

TABLE XIII

Summary of Activities to be Eliminated or Curtailed Because of the War in Freshman Orientation Programs Other than Freshman Week

Activity	School
<u>Counseling</u>	
Counseling confined to "critical cases"	Allegheny
Interviews with professors and industrial leaders eliminated	Stanford
Mid-semester counseling eliminated	Cooper Union
Scarcity of qualified leadership	Louisiana State, Syracuse
<u>Freshman Orientation course eliminated</u>	Furman, Nevada
<u>Testing curtailed</u>	Grinnell, Loyola (Chicago)
<u>Publications eliminated</u>	
Handbook	Idaho
Yearbook	Creighton
<u>Social and extra-curricular activities curtailed</u>	Fordham, Grinnell, Mississippi, Penn State
<u>Campus tours</u>	Penn State

Thirty-eight schools reported that no changes had been made in the Freshman Week program because of the war. Even in these cases, however, it is probable that the programs will be geared to the demands of the emergency. Perhaps they find themselves in the position of the Dean of Men who reported that the orientation program "is subject to change to meet the situation and, as we have a committee which handles this, it is difficult to know just what changes will be made next year."

The several types of activities which are being added to the freshman orientation programs because of the war are briefly described in Table XIV.

TABLE XIV

**Activities Added Because of the War to the Freshman Orientation
Program Other than Freshman Week**

School	Activity Added
Brooklyn (day)	Counseling on military and defense training.
Cincinnati	Orientation Booklet for accelerated program.
Colgate	a. Discussions in dorms to revolve more about war. Bulletins to contain pertinent material. b. Lectures and courses to deal with a world at war.
Denison	Discussion of defense aims and opportunities to be included in regular orientation lectures.
Grimmell	Bulletin of Army-Navy information.
Idaho	New course "Background for War".
Illinois	Mimeographed material re armed services.
Lehigh	General College Division for one or two years of college training set up to provide individualized programs for non-degree students interested in technical air corps and other specialized jobs.
Mississippi	a. Intramural, physical and recreational program stepped up. b. Cooperation with defense program as Educational Information Center.
Ohio State	a. Completion and circulation to personnel people of "Defense Information for Counselors". b. Pre-army physical examination for prospective enrollees.
Ohio	Emphasis on personal counseling on war problems.
Penn State	Defense training courses.
South Carolina	Required Citizenship Orientation Course.
Stanford	More intensive program using analytical data provided by comprehensive testing program.
Syracuse	Greater emphasis on morale-building activities.
U. C. L. A.	Military Information Center.
Washburn	Lectures on opportunities in various branches of the service.
Wayne	Orientation class includes speakers on student war effort.
Wisconsin	Mimeographed material re armed services.

Table XV broadly groups the various types of activities which you indicated were to be added to your freshman orientation programs because of the war.

TABLE XV

Summary of Activities to be Added Because of the War to Freshman Orientation Programs Other than Freshman Week

Activity	School
Military Information—published material	
Military Information center established.	Illinois, Missis- ippi, U. C. L. A., Wisconsin
Booklets or other publications.	Colgate, Grinnell, Illinois, Ohio State, Wiscon- sin
Military Information—lectures and counseling	
Effect of war on educational and vocational plans.	Colgate, Denison, Grinnell, Ida- ho, Ohio, South Carolina, Wayne
Opportunities in services.	Washburn
Defense training courses.	Penn State
General College Division set up to individualize program for non-degree students.	Lehigh
Pre-army physical examination	Ohio State
Testing program intensified	Stanford
Orientation booklet for accelerated program	Cincinnati
Greater emphasis on morale-building activities	Syracuse

There appears to be a definite trend indicated in the material presented in the foregoing tables to divest Freshman Orientation of its frills. Much is being done to bring to the student the latest available information about the draft and enlistment opportunities. Some schools are actively engaged in helping the student readjust his educational and vocational plans in the light of inevitable military service.

The tendency to shorten the Freshman Week program by cutting activities or spreading them over the semester is probably a step in

the direction of more effective programs so long as the fundamentals are preserved. You, as personnel workers, have indicated in your replies an appreciation of the necessity for getting down to the basic needs of our students, of casting aside temporarily at least the gingerbread and of focusing our efforts on the central problem affecting all students.

The cooperative exchange of ideas and plans as gathered in this report is an essential step in gearing our programs most effectively to the present demand. Personnel work is undergoing another baptism of fire. If World War I gave real impetus to personnel awareness, then World War II may well be the testing crucible of the development and refinement in our work that we have so widely proclaimed in our meetings and writings. The proof of the soundness of our programs is being called for by a critical and tax-burdened public. The help we give these young men who daily are leaving our campuses will be reflected in years to come in their attitude toward personnel work. Will it meet the test as essential to future programs? Gentlemen, it is a challenge which we cannot afford to ignore. Let us work cooperatively, continue to exchange ideas, give unselfishly of our time and suggestions to pull together in meeting the greatest challenge yet faced by personnel work.

N A D A M
FRESHMAN ORIENTATION SURVEY

TABLE XVI

List Of Participating Schools

Name of School	Personnel Officer		Person Replying	
	Addressed	Name	Title	
Akron	D. H. Gardner	D. H. Gardner	Dean of Students	
Alabama	J. H. Newman	J. H. Newman	Dean of Men	
Allegheny	J. R. Schultz	H. R. Anderson	Registrar	
American	George B. Woods	George B. Woods	Dean of A. & S.	
Arkansas	Allan S. Humphreys	Allan S. Humphreys	Dean of Men	
Augustana	Eldo Bunge	Eldo Bunge	Dean of Men	
Beloit	Herman Conwell	Herman Conwell	Dean of Men	
Berea	C. N. Shutt	C. N. Shutt	Dean of Lower Div.	
Brigham Young	W. P. Lloyd	W. P. Lloyd	Dean of Men	
Brooklyn (Day)	R. P. Bridgman	F. L. Westover	In chge. of Orienta.	
Brooklyn (Eve.)	R. P. Bridgman	Louise Price	In chge. Fr. Orienta.	
Brown	S. T. Arnold	S. T. Arnold	Dean of Men	
Bucknell	R. E. Page	Charles M. Bond	Ch. Fresh. Week Prog.	
Case	L. W. Mills	L. W. Mills	Assistant Dean	
California (L. A.)	Earl Miller	Earl Miller	Dean of Un. Grad.	
Capital	C. Burl Price	Lawrence Schaaf	Dir. of Personnel	
Carroll	Ralph S. Nanz	Ralph S. Nanz	Dean of Men	

Cincinnati	A. S. Postle	Charles F. Hartsock	Graduate Assistant
Colby	E. C. Marriner	E. C. Marriner	Dean of Men
Colgate	C. A. Kallgren	G. Wernitz	Asst. to Dir. of Adm.
Colorado	H. G. Carlson	F. E. Aden	Ch. Fr. Or. Prog.
Columbia	H. E. Hawkes	H. E. Hawkes	Dean
Cooper Union	Walter S. Watson	Walter S. Watson	Dir. Ad. & Stud. Rel.
Cornell	R. M. Ogden	D. H. Moyer	Coun. of Students
Creighton	Chas. K. Hayden	Chas. K. Hayden	Dean of Men
Delaware	George E. Dutton	George E. Dutton	Dean and Registrar
Denison	C. F. Richards	C. F. Richards	Dean of Men
Fordham	T. H. Reilly	T. C. Hughes	Dean of Freshmen
Furman	R. N. Daniel	Charles W. Butts	Assistant Dean
Geo. Washington	V. G. Barrows	V. G. Barrows	Dir. Pers. Guidance
Georgetown	R. C. Law	J. E. Wise	Dean of Freshmen
Ga. Sch. of Tech.	Floyd Field	Floyd Field	Dean of Men
Grinnell	S. L. Beatty	S. L. Beatty	Personnel Admin.
Hamilton	Campbell Dickson	Campbell Dickson	Dean of Students
Haverford	H. T. Brown	H. T. Brown	Dean of Men
Hood	H. D. Bragdon	Dorothy Marrill	Acting Dean
Idaho	H. J. Wunderlich	H. J. Wunderlich	Dean of Men
Ill. Inst. Tech.	C. A. Tibbals	W. C. Orathwohl	Dir. Dept. Educ. T. & M.
Ill. State Normal	R. H. Linkins	R. H. Linkins	Dean of Men
Illinois	F. H. Turner	F. H. Turner	Dean of Men
Iowa	R. E. Rienow	Donald R. Mallett	Student Counselor
Kansas State	A. A. Holtz	S. A. Nock	Vice President

TABLE XVI (Continued)
List Of Participating Schools

Name of School	Personnel Officer		Person Replying	
	Addressed	Name	Title	
Kent	R. E. Manchester	R. E. Manchester	Dean of Men	
Kentucky	T. T. Jones	M. M. White	Act. Personnel Off.	
Lafayette	W. Mather Lewis	W. M. Smith	Registrar	
Lawrence	Donald M. DuShane	T. Hamilton	Assistant Dean	
Lehigh	Wray H. Congdon	Wray H. Congdon	Dean of Men	
Louisiana	Perry Cole	Arden O. French	Dean of Men	
Loyola	J. Vincent Kelly	Alexander Schneiders	Dir. of Student Pers.	
Maine	L. S. Corbett	W. J. Creamer	Dir. of Fresh. Wk.	
Marietta	D. T. Schoonover	L. R. Spindler	Registrar	
Marquette	F. A. Ryan	R. G. Hanhohl	Dir. Dept. of Voc. Guid.	
M. I. T.	H. E. Lobdell	T. P. Pitre	Assistant Dean	
Massachusetts St.	W. L. Machmer	W. L. Machmer	Dean of Men	
Michigan St. C.	F. T. Mitchell	G. R. Heath	Dean of Men	
Michigan	J. Bursley	P. E. Bursley	Dir. of Orientation	
Minnesota	E. E. Nicholson	E. G. Williamson	Dean of Students	
Mississippi	R. M. Guess	R. M. Guess	Dean of Men	
Mt. Holyoke	H. M. Allen	Harriet Newhall	Director of Adm.	
Muskingum	C. W. McCracken	C. W. McCracken	Dean of Men	
Nevada	R. C. Thompson	R. A. Irwin	Asst. Prof. of Psy.	
New Hampshire	Norman Alexander	E. B. Sackett	Ch. Guidance Council	
Oberlin	E. F. Bosworth	W. H. Seaman	Director of Adm.	

Ohio State	J. A. Park	C. W. Reeder	Junior Dean
Ohio	E. A. Hansen	E. A. Hansen	Dean, University C.
Oklahoma A. & M.	C. H. McElroy	C. H. McElroy	Dean of Men
Oregon	Virgil D. Earl	Virgil D. Earl	Dean of Men
Penn State	Arthur R. Warnock	Ray V. Watkins	Coll. Sched. Officer
Pennsylvania	W. E. Linglebach	A. K. Henry	Dean of Student Aff.
Pittsburgh	V. W. Lanfear	Theo. W. Biddle	Acting Dean of Men
Principia	Garner E. Hubbell	Garner E. Hubbell	Dean of Men
Puget Sound	John D. Regester	John D. Regester	Dean of Men
Purdue	M. L. Fisher	M. L. Fisher	Dean of Men
Rensselaer Poly.	R. P. Baker	R. P. Baker	Assistant Director
Rutgers	Fraser Metzger	E. G. Curtin	Asst. Dean of Men
Smith	Marjorie H. Nicolson	Laura W. L. Scales	Dean of Women
South Carolina	F. W. Bradley	F. W. Bradley	Dean of C. of A. & S.
South Dakota	J. H. Julian	A. M. Pardee	Ch. Fresh. Adv. Com.
Southern Calif.	F. Bacon	F. Bacon	Dean of Men
S. Ill. St. Norm.	E. G. Lentz	E. G. Lentz	Dean of Men
Southern Method.	A. C. Zumbrunnen	A. C. Zumbrunnen	Dean of Students
Stanford	John W. Bunn	John W. Bunn	Dean of Men
Swarthmore	Everett L. Hunt	Everett L. Hunt	Dean
Syracuse	A. Blair Knapp	A. Blair Knapp	Dean of Men
Tennessee	John O. Moseley	John O. Moseley	Dean of Students
Texas	V. I. Moore	V. I. Moore	Dean of Stud. Life
Trinity	Harold C. Jakquith	Harold C. Jakquith	Dean of Freshmen
Tulane	Marten ten Hoor	C. J. Morrow	Ch. Univ. Or. Com.
Vermont	Elijah Swift	A. R. Gifford	Chairman

TABLE XVI (Continued)
List Of Participating Schools

Name of School	Personnel Officer		Person Replying	
	Addressed	Name	Title	
Virginia Poly. Washburn	Julian A. Burrus Arthur G. Sellen	Julian A. Burrus Arthur G. Sellen	President Dean	
Washington & Lee	F. J. Gillian	F. J. Gillian	Dean of Students	
St. C. of Wash.	Otis C. McCreery	Otis C. McCreery	Dean of Men	
Washington	W. D. Shipton	W. D. Shipton	Dean of Men	
Wayne	W. K. Layton	Margaret R. Smith	Dir. of Stud. Act.	
Wesleyan	V. O. Butterfield	V. O. Butterfield	Associate Dean	
Western Reserve	Robert E. Bates	George Srall	Asst. D. & Dir. Adm.	
Wichita	Lambertus Hekhuis	Lambertus Hekhuis	Dean of L. A. & S.	
Wisconsin	S. H. Goodnight	C. Merriman	Registrar	
Wittenberg	B. H. Pershing	B. H. Pershing	Dean of Students	
Wyoming	B. C. Daly	C. H. Blanchard	Dean of Students	
Yale	Normal S. Buck	Norman S. Buck	Dean of Fresh. Year	

President Corbett: Dean Lange, your Committee has certainly done a fine piece of work. We appreciate the labor. I am sure that you must have some questions that you would like to ask Dean Lange, and we have plenty of time to discuss this paper as it should be discussed.

Dean Nowotny: I don't want to put Rubottom on the spot, but he is in personnel work in the United States Navy, and I think this paper represents a very great contribution. The sooner we quit using a lot of these old apostles and use the younger men, the better it will be.

This last table here, "Summary of Activities to be Added Because of the War"—Dick, I don't know whether I am putting you on the spot or not. Next fall when these freshmen come in, they will want to know a lot about V-1 and the army and marines and the navy, and if you have any suggestions, I believe they will be very timely, if some could be added to freshmen week right at that spot.

Mr. R. R. Rubottom (U. S. Navy): Mr. President, I do have one at least, one definite suggestion to make, based upon an experience I had this past week. I think it is only fair to say that this is the grandest job of boiling down something that is really splendid as a task well done, that I have ever seen, and that it was a mistake to list me as even being on the Committee, because I didn't make a single contribution, other than one letter early last summer.

There were five boys from the University of Texas whom I knew intimately as students, who came to New Orleans last week. Two of them were freshmen, although one of them had done some work in junior college. Two of them were juniors, and one was a senior. I have been removed of course all this year from the university scene, and haven't had a chance to really get the impetus of the war effort on the students, and I was utterly amazed at the statements these boys made when I talked to them about continuing with their work, possibly going into one of the branches that has been devised to allow students to continue with their college work.

Two of them came back immediately with this point which I am sure you have probably discussed with boys already, and that is that when they go back to their home communities, the people there are not particularly interested in whether they go on to college or not, and there is a great deal of social pressure being brought to bear on boys in colleges and universities to drop out and enlist now rather than enjoy the luxury of an education.

Therefore, I make this suggestion, that orientation should do a job which may seem almost fantastic now, or would have seemed fantastic two or three years ago, and that is of selling the value of an education to make a better soldier or sailor, and I propose that tomorrow afternoon, when you have these ranking officers here, both from the army and the navy, that you have them sell their programs such as V-1 in

the navy and some other program that the army I understand is about to announce, in a little bit different manner from which they have been selling those programs.

It has been my observation that some of the advertisements such as those appearing in "Time" magazine, advertise the V-1 program for instance in the navy, as a chance of getting into the navy, and at the same time being allowed to continue their education; that is, to sort of slip by, and that by going into the thing in your freshman and sophomore year, into your V-1 program, that you will have a soft berth for two or three years until you are ready to go into the air corps or some other branch.

It seems to me the emphasis of this program should be placed on the fact that we want primarily college trained men, therefore, we are establishing these programs, and the onus is on the students to finish their courses before going into the army or navy. Put the emphasis, in other words, on the fact that the need is primarily for army and navy men who have the maturity that a college education will give them, just three years more of life, which will prepare them better to make the snap judgment decisions they are going to have to make later on, rather than the fact that they are going to have to get an easy way out.

By so doing, I think they will prepare public opinion back home to look with public favor upon the boys staying in school, rather than disfavor and thinking that perhaps they are slackers.

I was absolutely struck with that idea. Two of them started right out with that the other day. We talked about an hour at night and two hours the next day about it.

So, I do think that freshmen orientation should sell education to these boys as a necessity to make a good fighting man, because I do know from my discussions with Commander Huntoon coming up yesterday on the train, that they want these boys to finish school, and he said that if he had a son of his own, as he does have in the Naval Academy, that his advice would be for him to stay in school, not to get out even at the end of two years. And I think that freshmen orientation should tell these boys that the onus is on them to stay on, and that the reason these programs are being set up is to enable them to finish their education, because they have to have educated men.

President Corbett: Those remarks are very much in order, and I am sure that they are very helpful to us in our counseling.

Dean Hubbell, you are a member of this Committee. Would you care to say anything about this?

Dean Hubbell: I think I ought to make almost the same confession that Rubottom did. I turned the questionnaire over to the Chairman

of our Freshmen Committee, and he blushing came into my office last week and said, "I am ashamed to look you in the face but here is this questionnaire that I thought had been mailed."

I think that a lot of credit should go to Larry and the men associated with him who worked this information up, and it needs no comment, or his presentation of it needs no comment from me.

There is one thing that interests me very much. I am getting to be a little bit of an anti, on a lot of the things that our own committee in our small college has been doing, and this may be a negative side of the picture, and it is given without any animosity or personal feeling at all, but it does represent a growing conviction on my part.

I am one of those peculiar individuals who happened to have been in one place a long time. I have been in my institution long enough, so that I have sons of sons in college, and I have had a feeling, a growing feeling, that we have gone too soft on this thing, that we have spent so much time trying to ease this gangling thing that comes out of high school into college, that we have robbed him of something that he ought to have.

My own conviction as a human being is that life is made up of a series of jokes, and lots of times out of our jokes, are kindled those fires which enable us to rise to spiritual heights.

In the time of distress, we get rid of a lot of excess baggage. We begin to search our hearts for the fundamental things that will pull us through somehow.

I can't use my car now. I have only four tires and they are middle-aged, and I am using my muscles a lot more, and in using my muscles, I find other pedestrians doing the same thing, and there is time to talk when you walk, and I am finding people. And one of the jokes I think a high school boy is entitled to is the jolt of going to college. I don't mean the jolt of being suddenly freed from home supervision—and my college is 98 per cent a residential college—but the jolt of finding that there are some different things he has to do.

We have been testing them there. We give them a battery of placement tests and if he doesn't know how to speak and write his mother tongue—and not many of us do—he is put back in some basic skills work, and he didn't do very well with that in high school, so he doesn't do well with it in college either. And a few of the ones who go into that are carried along and brought through.

There is danger of going too far in the matter of easing him into the experience. He ought not to suffer. He ought not to be homesick. But it isn't going to hurt him if he is. The war has made me think even more intensely about some of those things. I know the army and navy are doing a superb job in their efforts to help these boys inducted into the service, but I don't think it is going to hurt them a bit to have

some hard experiences. I don't think it is going to hurt them to wonder what is going on around them a bit. I think the advice they will get the most out of is the advice they seek because they feel the need for it; and so that in considering all these helpful things, I feel it is also well to consider that there is a psychological value and factor that we mustn't overlook.

I find too many times that I try to transfer my, I hope, years of discretion, and some lessons that have been kicked into me by shocking both ends of my spine at the same time. The value of those things for an 18 year old—well, he is only 18, or 17 even, or 16. And the thing I like best about this Association—and I went to my first meeting in '29, when I heard Dean Culver and Dean Clark and Dean Coulter, who I believe can never be replaced exactly—I like best because we have never spent very much time passing resolutions about what we believe. We can come believing what we think, and go away believing the same, and that to me is the superb thing about Larry's report. It gives us the information and we can use what we wish, and it is helpful, and I thank him very much for his job and for being tagged along.

Secretary-Treasurer Turner: May I say something right along that line. If you picked up one of the "Illini's" this morning, you will notice that our Board of Trustees at the University meeting at Chicago yesterday, passed a required physical examination for all entering freshmen next fall. Let me give you the background for that thing. Along in January, we had two young instructors in physical education, more or less as a dramatic proposition to figure out a little course which was called rough and tumble fighting. They devised this course, and offered it for the second semester, and figured they would take 48 men into it.

Up to now we haven't even allowed boxing on our physical education program because we killed a couple of boys over a period of years in intramural boxing. But we offered this course for 48 men in rough and tumble fighting, which consists of defending yourself against a man with a butcher knife or tossing a man who has a big club and so forth. Well, the registration in that course was 200. They took to it right away, and I think that may be part of the background for this physical fitness test which we are going to require as part of our freshmen week program next fall. It is not going to be an easy test. It is going to be fairly tough, and it is going to require these boys to show what they can do. If they can't stand up under this test, they are going to have to carry extra work in physical education without credit for it.

Dean W. S. Watson (The Cooper Union Institute of Technology): We found that our school was producing a rapid deterioration in eye fitness among other things, and that that tended to lower the training we were giving in engineering for instance. We found at the end of

our training that although they had the academic work for the specialized use of their training in the armed services, they were not suitable. Following a series of meetings of students with navy representatives of the V-1 program and so on, we are trying to get under way a physical fitness program; and the point I think is of particular importance to a group of deans is that a great deal of it cannot be done by the physical education department.

The army reports that it is possible to change a fellow with an eye sight of say 8-20, as much as five or six points on that scale, so that he may rise to 13 or 14-20, with suitable eye exercises. Nobody in our physical education department knew anything about it, and it was up to the dean of men to investigate in the city, where eye doctors knew anything about doing remedial work with eyes, other than putting glasses in front of them, which took care of the status quo, without actually changing the condition of the eye by exercising or vitamin diet.

It was a new kind of proposition to put up to a physical education department and it happened to flop back to the dean of men's office solely because I was getting the cry from a large number of our students—"We have specialized training. Our eyesight isn't bad enough to be deferred, but it is too bad to go into the officers' training programs where we can use it."

I think our institutions have some obligation to the students to take care of that problem, because I believe to some extent, with our long hours of study and so on, we do a great deal to bring on that difficulty.

Of course the physical fitness program goes beyond the other areas of just eye sight, but I mention that one as being one in which the deans in particular can be concerned in counseling with regard to eyes, with putting in a medical counseling program in which we not only tell him where he is, but we try and outline, through a series of follow-ups through the medical office, what he can do about becoming what he wants to be physically, in order to meet these new standards.

It seems to me that it is part of my work, through rather radical changes on the part of the college, to really consider the all-around physical fitness of the man as part of our task, and it has bogged up more often in connection with counseling these boys about what they are, what they can do with themselves in this emergency, than has ever come into the office before.

Dean Gardner: I would like to propose this idea to Lange's Committee, if we see fit to continue it. We speak of orientation. We haven't inquired into the necessity of it. Why do we have the orientation? It is because of our poor articulation of American education, isn't it? Now, with these new military programs coming forward,

whatever our past practices have been and so on, we must of necessity, meet our new needs.

Now, with these new programs forthcoming, they are going to solicit, recruit, in secondary schools, and secondary schools we know, generally speaking, are far behind our schools in personnel work, and I wonder if it wouldn't be possible, as I spoke in the Executive Committee last night, for this Association to be more of assistance to the secondary system, because we set up these orientation programs, and some of us are confronted with field agents who go out and recruit everything and everybody that they want to call students. And then we have to put them through an orientation program so, as Dean Hubbell says, they can read and write.

If we could extend back into the secondary system, I have no definite proposal as to how it may be done, but if it could, even as an emergency measure, we might be able to articulate, Larry, and get over a good deal of this routine that we are forced to have. It is a pretty sickening thing when a boy of 18 or 19 just finds out that he can't see the length of the room. It is worse than that when he doesn't know that he is color blind until he takes a navy or army air corps exam. That is the situation.

We are not blaming anybody for it. But we would like the new administration of this Association, from my standpoint, to consider the feasibility of continuing this Committee in order that it might make some concrete suggestions to those of us scattered far and wide, to take to the secondary schools from which we get our students, and see if we can begin an indoctrination program, if you will, to help us feed people to the armed services better, because how can we take them in two years and correct the errors of 18? I don't see how it can be done. Even if we can extend our program a few years back on certain major elements, we may be able to have a whole lot more students and progress much more rapidly.

Dean Park: Going back for the moment to Dick Rubottom's point about counseling men on the opportunities that are open to them, you all have doubtless seen in the last number of the American Council on Education bulletin, this statement, "Three courses of action," referring of course to the possibilities open for men, first of enlisting in one of the services; second, entering industry, defense industry; and third, continuing in their college work.

I thought that statement was the best I have seen. In fact, I thought so much of it that I had it put in bulletin form and posted pretty widely on our campus. Perhaps some of you may not have seen it. If you haven't you may be interested in some copies which I have here, and I would be glad to pass them around for your information.

Mr. Rubottom: There is one other point that I might mention briefly—"Shorty" and I were talking about it this morning—and that is the fact that some college men—I don't think it is true of all college men by any means—in school or just out of school, have the idea that if they are not eligible for a commission and cannot start out as either an ensign in the navy or second lieutenant in the army, that their college careers have been a failure, and they are a disgrace to their family and they won't be of any service to their country. So I think it would be fitting if somewhere down the line in our program, these boys could be indoctrinated in some sort of a basic patriotism that would make unimportant the rank in which they serve their country.

I can cite one or two examples of boys who got their commissions and then were disappointed in them. There are three ensigns down at headquarters, 8th Naval District at New Orleans who have talked to me at various times. They got their commissions last year as ensigns. Possibly they are simply courriers carrying around messages in the halls of the headquarters building. They should understand there is a limit to the responsibilities that can be assigned to a junior officer, and that there is a great deal to be learned before you can be of real value to the service, and that he is going to be bored to tears at some of the jobs liable to be assigned to him, if he is an ensign like that. The opportunity may seem very much more thrilling in many cases to enlist, take his chances with this rough and tumble proposition that you were talking about a while ago, Fred, to compete with the other boys, maybe who are college men, maybe who are not, and qualify for some officers' training school in that way. They have them both in the army and navy. It is not impossible to get a commissioned rank after enlisting by any means, and go up the hard way, and then they will be ready for responsibility rather than be bored with some unimportant job that he is liable to be given if he goes in the other way.

I have a young law graduate from the University of Texas who is a chief petty officer working under me now, and doing a splendid job. He is making \$169.10 a month, and he could be doing a lot worse than that certainly. They should not get the feeling that they can serve only as an ensign or lieutenant. In other words, somebody has to fight the war in the enlisted branch.

President Corbett: Dean Lloyd, did you have a word to say on this program?

Dean W. P. Lloyd (Brigham Young University): Larry Lange has given us such a very careful focus of the orientation message, that it seems to me we are all deeply indebted to him.

The comments on the report seem to me especially significant, because it was pointed out that the war emergency is perhaps a definite blessing to the educational system.

At first glance at the compiled report, I wondered if there were no such things as any changes in orientation that were being made except war changes, but I think that that is a pretty good index of the fact that we are waking up in education to the fact that war and education after all are not entirely different. We are moving out of the idea that it takes one type of education to merely live and one kind of education to beat the other fellow to it.

So, as I see through this matter of the articulation or our educational program around which the whole program of orientation centers, it seems to me that we have touched a very vital chord in the educational process.

Orientation seems to be a sort of lag phenomena, a lag between the coordination of the two systems of education that I think Gardner has brought out here this morning, and certainly I know of no more focal point to set down to deans of men, interpreting our real problems, than to begin to recognize that education is a vigorous thing after all, instead of just something that we are attempting to go through the motions of.

I want to express appreciation again to Larry for this fine focusing of the message of the Committee.

President Corbett: Now, to go back to Dean Gardner's remarks, I wonder if it would be putting too much of a load on a willing horse if we would ask him to continue as Chairman of the Committee on Orientation, and take up the idea that has been given us, that we, as an Association, can be and perhaps should be of assistance to the secondary officials, officials of secondary schools. Would you like to have the Committee continued to take up that job?

Dean Gardner: Mr. President, if you want a motion at this time, I will move that the Committee be continued to investigate this problem. I would like to suggest possibly that the name be extended to "Orientation and Articulation." I so move, that the Committee be continued, if it is necessary.

Dean J. L. Bostwick (University of New Mexico): I second the motion.

President Corbett: You have heard the motion, duly seconded, that Dean Lange's Committee be continued with a change of name possibly, to "Orientation and Articulation," to study the advisability of making such a survey. Is there any discussion of the motion?

Dean R. W. Bishop (University of Cincinnati): I wonder if the term might be changed to "Integration," as a little better term. I don't know that it is—if you want the name changed.

Dean Gardner: It makes no difference to me. Let's go back to the name we have now. They know what we want.

Dean Lange: The standing name of the Committee is sufficient as long as we know that the charge for this year is to study this particular problem.

President Corbett: Is there any more discussion on the motion?

Dean A. J. Murphy, Jr. (Carnegie Institute of Technology): Why not name it "Integration of Articulation at Matriculation?" (Laughter)

President Corbett: All those in favor of the motion will say, "aye"; all opposed, will say, "no." The motion prevails, and thank you very much for all your work on this.

Now I think Fred has some announcements.

....Announcements....

President Corbett: The meeting will reconvene at two o'clock in this room. We stand adjourned until then.

....The meeting adjourned at twelve-ten o'clock....

THURSDAY AFTERNOON SESSION

APRIL 23, 1942

The meeting convened at two o'clock, President Corbett, presiding.

President Corbett: The meeting will please come to order. I am going to ask Fred to introduce two of his men who are helping with the arrangements of the meeting.

Secretary-Treasurer Turner: I have four men, but I think only two of them are here. "Mac" McConnell is sitting back over there. He is an assistant dean of men. Over on this side is Jerry Peck, our employment man, assistant dean of men. (Applause)

I have two other assistants. There is Jim Hampton. (Applause) If you will remember, Jim was the boy who went to New Mexico on his honeymoon.

Another assistant, Durward Judy. He isn't here this afternoon.

President Corbett: Will you read the communication.

Secretary-Treasurer Turner: I have a telegram that came in during the lunch hour. This is dated at Princeton, New Jersey and addressed to the group:

"HAD LOOKED FORWARD TO BEING WITH YOU BUT TOO MUCH ARGUING PARTICULARLY WITH PROFESSORS MADE ME LOSE MY VOICE. NOW THE DOCTOR FORBIDS ME TO TAKE PART IN ANY NOISY GATHERING. I HOPE AND FEAR YOURS WILL BE SUCH. IN RUEFUL SILENCE AND FROM AFAR I SEND YOU ALL HEARTY GREETINGS.

CHRISTIAN GAUSS."

President Corbett: We are starting practically on time, and we have reports from several sections of the country—a series of reports and discussions on activities, general conditions, and morale, in various parts of the country.

Mr. Moyer, Counselor of Men at Cornell University is unable to be with us due to serious sickness in the family. He has sent his paper, and we are asking Dean Walter Watson of Cooper Union, if he will read his paper for us.

Dean Watson: While Dean Moyer speaks primarily of conditions at Cornell in this letter, I believe that I can follow him in most of the letter for conditions in New York University and The Cooper Union. I am rather familiar with both of them. Although I am only supposed to work at one of them, but I have good friends at N. Y. U. So I think you can consider the incidents he mentions at Cornell, as being reasonably representative of the Northeast section of our country.

"One is in no position to speak categorically on the general attitude of any student body in such times. On the other hand, observa-

tion leads to certain impressions which may be straws in the wind. In reporting on the morale of students in the northeastern colleges, my observations must be confined to two quite different institutions. I was at Harvard College up until July 1941 and since that time have been at Cornell University with little opportunity to observe other universities in this section.

"My most striking impression of the men in these two universities is that at Cornell the attitude toward the war and toward life on the campus, when I came to Cornell in July was in many respects the attitude of the students in Harvard College at the time of the fall of France, in May 1940. This was an attitude of disillusionment and bitterness, with a strong pacifistic sentiment which at Harvard gave way to pressure from the Faculty and Administration during the year 1940-41, and which at Cornell changed noticeably only after Pearl Harbor. At Harvard during the year before Pearl Harbor student morale was generally good; there appeared to be little inclination to let down in studies, although among certain men there was a marked disinterestedness in carrying forward vocational plan. The tendency was perhaps to be too much concerned solely with the immediate future with little regard for a post-war career and the desirability of planning therefor at this time. At Cornell, since Pearl Harbor, there has been much conflict in students' minds, as I believe there has also been among the faculty and others.

"At this point it is perhaps well to point out that Cornell is largely a constellation of undergraduate colleges of which the largest units comprise students in Agriculture, Arts, and Engineering. At the same time, every freshman and sophomore male student at Cornell is enrolled in ROTC drill, whereas at Harvard this training is optional. There is therefore, among some 3,000 or 4,000 students in Agriculture and Engineering, a majority of men enrolled in the University whose curriculum in itself has a direct bearing on the war effort, who can thereby feel a sense of participation in the preparation they are making.

"Add to this, the fact that students in all colleges in their first two years are receiving some military training and it is apparent that the majority of Cornell students do not feel that they are simply marking time by staying in college, nor do they feel particularly obliged to undertake extensive extra-curricular programs designed to give them a part in the war.

"Undoubtedly these facts have done much to keep morale high among our students; on the other hand, the reaction on the students in Arts has perhaps been even more severe than in some of the other arts colleges, simply because of the presence of a large number of students engaged in professional training for war work.

"Over a year ago Cornell set up a Committee on Student Counseling for National Defense. After Pearl Harbor this Committee made an effort to anticipate student demand for an extra-curricular pro-

gram, as well as for a re-emphasis in the academic program which might satisfy what we believe would amount to considerable unrest, particularly among the students in the College of Liberal Arts.

"There was strikingly little response to the opportunities which were arranged for by this Committee and what little there was, did, as we had expected, come chiefly from Arts students. In an effort to avoid boondoggling, we had arranged for a voluntary physical fitness program and a number of courses of training not provided for in the curriculum, but the student interest was significantly low.

"During the last two months, however, the students have taken the initiative and have now organized a War Council Committee of the Student Council, the purpose of which is to coordinate all student activities bearing on the war and to serve as a clearing house for all such projects.

"Currently they have under way a project for recruiting both men and women students for summer work on farms in New York State and New England, a war savings stamp and bond campaign, a salvage service and other items in addition to certain projects originating before this Committee was established.

"During a week in April, the Committee on Student Counseling for National Defense entertained a Mobile Unit of the Blood Donor Service of the American Red Cross which received donations from about 700 students, and was so successful that a return visit next fall is anticipated.

"A project was also inaugurated by the International Club to provide a roster of persons in the University, competent to speak with authority on certain aspects of the war, who had volunteered to discuss their specialty with fraternities or other groups on request, and in addition five panel discussions were arranged by many of the same group of professors, to discuss, in public, some of the political, geographical and other aspects of the war. All of these discussion groups have been well attended, although it is difficult to measure the exact extent of student interest in them.

"Another student project initiated only recently, was the entertainment of 200 enlisted men and 15 officers from a nearby army training camp for a week-end during which a party was held for the enlisted men at Willard Straight Hall, our student union, supplemented by meals and entertainment in fraternity houses. In this program the girls on the campus served as hostesses and dance partners.

"Each year it has been customary for a student group known as the Campus Chest Committee of the Student Council, to solicit contributions from undergraduates for various worthwhile enterprises including the American Red Cross. This Committee raised more than twice as much money as ever before and has made a contribution of about \$4,700 to the Red Cross."

I might comment that there is one difference in that which points toward an area of time rather than student organization versus faculty organization. We had a student committee on defense activities which bogged down trying to make contacts with the Red Cross. Who should they get to see about bandages and so on? And eventually I think they pretty nearly gave up, and it was taken over by the joint faculty-students' committee in which the faculty made the off-campus contacts and the students carried on the main organizing on the campus, and that worked very well. Dean Moyer's program apparently worked very well, with the faculty starting it and bogging down and then the students coming back with it. I think it is a point of time rather than which group started it.

"After war was declared several issues arose concerning the social program for the balance of the year. In this respect, it was the University's attitude that the students modify their social life according to their own judgment with whatever helpful suggestions they might obtain from the Faculty and Administration, rather than for the University to establish a curtailed program of social activities by edict. Although perhaps the re-direction of social activities and their re-establishment under a war program has been somewhat slower and less certain, it has given them a responsibility which they have not failed to sense in planning their events for the current term.

"The Junior Prom was abandoned and a less expensive party established in its place; an ice carnival which had previously been held during this week was also abandoned; houseparties were reduced in many instances from three days to two and the general attitude toward this high point of the social program has prevailed with respect to subsequent events. There has also been a noticeable decrease in student disorders, both during Hell Week and between freshmen and sophomores, who following the fraternity initiations have in the past devoted several days each spring to considerable uncontrolled 'horse-play'. Here again, the only controls have been those imposed by the students themselves.

"In the whole question of student government, the war, in combination with other factors, has served as a stimulus which has resulted in an enlivened interest. In mid-winter, participants in an all-campus religious conference undertook to discuss democracy on the Cornell campus, the immediate result of which has been a revamping of the Student Council constitution and the constitution of the Interfraternity Council. Very recently the fraternity political groups, which for a number of years had operated as coalitions in campus politics, were abolished by common consent. It is perhaps, unfair to attribute these student efforts solely to the impact of war conditions, but at the same time there is apparent on the part of all student leaders a growing seriousness with regard to such matters and an awakened consciousness of democratic principles.

"On the other side of the picture there is reported, from many quarters, a flagging interest by upperclassmen in the pursuit of their academic work, particularly among students in Arts and certainly not at all true among students in Engineering and Agriculture.

"The enclosed special announcement of Cornell University Wartime Training Program is self-explanatory. To it may be added a revamped policy of loans and scholarships to take care of students who plan to follow accelerated programs of study. By a tightening-up policy on the awarding of loans for five months before war was declared and strenuous efforts to maintain a high order of collections from past borrowers, the University loan funds are now in a position to provide for a broader policy of lending than heretofore, and provision has been made for any student in the University who may feel obliged to do so, to borrow money for the summer terms when he might ordinarily be earning a share of his expenses for the succeeding year. A special fund has been set aside by the University for students in engineering following accelerated programs."

I am afraid he does not speak for all of the eastern colleges, especially my own, when he speaks of the fortunate condition of the loan funds.

"Scholarship awards may now be made on a bi-semester or tri-semester basis within the fiscal year, and wherever possible tuition scholarships will be awarded students for any eight consecutive terms, recognizing the summer semester as a regular term.

"A personal observation which I should like to make at this time is that the war has again focused attention on the purposes and established programs of the colleges of Liberal Arts. The most distressing cases of student morale have come from those students who find themselves in an Arts program without well-established vocational objectives, or in preparation for some strictly peacetime activity. The student in Engineering or Agriculture is able to relate himself and his work to the war effort; the Arts' student on the other hand, often without a vocational objective, realizes now, in this time of crisis as he might not have appreciated in peacetime, his present lack of preparation, and tends to regard his college training of questionable value, and in some cases, with a sense of utter futility.

"This issue of the purpose and function of a Liberal Arts College is perhaps more apparent on a campus where the majority of students, as undergraduates, are engaged in professional preparation, for to many an Arts student has come the question from a student in Engineering or Agriculture, as to the worth of his Liberal Arts training, not only in wartime, but in time of peace as well.

"I am not at all sure that the morale of the students in other Liberal Arts colleges, unaffected by the immediate presence of undergraduates in professional training, may not be higher than it is among some of

the Liberal Arts men at Cornell, but certainly as never before, any student in Liberal Arts and any faculty of Liberal Arts, is asked in this crisis to focus his attention on purposes and curriculum." (Applause)

President Corbett: Thank you. If there are no objections, we will have a discussion of this paper at this time.

Dean Bostwick: Are those tuition scholarships, did you say, granted for I believe you said eight terms or eight semesters in a row?

Dean Watson: Any eight consecutive semesters.

Dean Bostwick: Are those scholarships or loans?

Dean Watson: He referred to tuition scholarships. He says, "Scholarship awards may now be made on a bi-semester or tri-semester basis within the fiscal year." In other words, the student can choose. In addition, "Wherever possible tuition scholarships will be awarded students for any eight consecutive terms, recognizing the summer semester as a regular term."

Dean Bostwick: Do those have to be repaid, do you happen to know? Are they grants or what? Maybe you don't know.

Dean Watson: I think they have both. As I know Cornell only through some of their other literature, they have both free scholarships which they give on an academic basis to unusual people, and then they have loans available to any students regardless of standing, which are returnable.

Secretary-Treasurer Turner: May I ask a question. I would like to see a show of hands on this. At the University of Illinois our loan funds are just sitting by waiting for somebody to come and ask for them. I would like a show of hands on whose loan funds are that way, and whose are hard-up. Let's see a show of hands on those quite flush at the present time. (raising of hands) How about the other way? (raising of hands) How about in between? (raising of hands) It is pretty well divided at that. I believe there are more hands up on loan funds that are flush than those in between or on the bottom.

Mr. Rubottom: Would it be a fair question to ask whether they were low before the war or whether the war had any effect on that distinguishing factor, whether those who held up their hands on your second question were low on money before the war started or whether there was an influx of borrowers since the war?

President Corbett: How many say that before the war they were having a dirth of funds for loan purposes. Please show your hands. (raising of hands) Most of you are pretty well fixed then.

Dean John O. Moseley (University of Tennessee): Wouldn't the N. Y. A. be responsible for some excess money in the loan fund?

Dean M. L. Fisher (Purdue University): We haven't had a very heavy demand for loans until the boys were getting ready for the summer term. There were many boys who expected to be out working for next year's money. Many of them are asking for loans for their fees.

Dean A. L. Powell (Louisiana State University): I would like to ask the gentleman whether he has found a convincing or effective way in which to talk to Arts and Science students where morale was low.

Dean Watson: I have not found a convincing way. I have arguments that convince me, but they aren't necessarily effective. There is a statement given in this Cornell booklet on the Liberal Arts college which falls back on the general principle that there is going to be a great demand both during the war, and especially after it, for men who know the history of the race and its problems, and can do some thinking about the social problems that we face, with a background, whether they are operating as citizens of their state, and they are voting, or as politicians directly determining the laws, that that need is going to be greater than ever.

This war situation is the headache, and what we need is more such people, and they are helping not only to settle this war, but to prevent the future ones. If they seriously study the problems of economics and of social relationships which have brought about this situation, that is the general trend that I take with the boys in my school. He cuts it down to the old argument of the trained mind. We are going to need trained leadership in addition to the scientific skills, and I am afraid they question whether or not colleges do train in leadership. I think that is the fundamental question they are asking in the Liberal Arts study—a training in leadership, settling the world's problems, and talking with the individual boy about what he has studied, what bearing it would have on his answer to some of the problems facing the world today. I think it is easier than answering it in general terms about general college education.

Do some of the rest of you have an answer on that?

Dean D. M. DuShane (Lawrence College): One other thing which they can be told is that the years ahead of us are terrifically uncertain, that the war is not going to last forever. Men who are taking defense jobs now, and who are preparing for specific defense jobs, may have a difficult problem to face five or ten years hence, and during that period and the years following it, ability is going to be vitally important, and they should keep that in mind during their training as a background for whatever vocational techniques they want to add on top of the liberal arts ideal.

Dean Watson: How do some of you answer the general proposition that every bit of goods produced this summer, next year, is worth ten produced the year following? The student comes back at you with, "This general training for what comes later isn't worthwhile in terms

of the President's statement that everything we can do about the war and the pursuit of that this year, is worth ten of anything done next year. I better quit this long-term view and do something right this year."

Dean Hubbell: I think if I sincerely had a boy in the Liberal Arts college and he felt he wasn't using his time, I would tell him to get out. If he has thought through the thing from a standpoint of all the information he can get, to make reasonably sure he isn't running away from something, that he is actually moving in the direction of his highest conviction, I couldn't urge that boy to stay in college, sincerely. I think he ought to get out, because he is going to get an education even if he goes into the army or navy or a factory, and if, in doing that, he is fulfilling an urge in himself that is fulfilling his own conscience and individuality, it seems to me he is mentally healthy and isn't getting the so-called "block" responses, as the psychologists call it.

Dean J. R. Schultz (Allegheny College): You would get the same answer from the Engineering and Agricultural student, wouldn't you? That is for all students.

Dean Hubbell: Yes, anyone who thought he wasn't fulfilling his highest purpose. I would tell him to change, in line with his convictions.

Dean W. H. Congdon (Lehigh University): I don't know how much hope lies in this direction, but I thought I saw a glimmer of hope. Dr. Lunn, from the Office of the Federal Commission on Education, speaking to a group of us last week, put a lot of emphasis on this Manpower Board they are setting up in Washington, and he claimed that it was in the planning and thinking of this group to see that young men who had special abilities and interests along those lines were given opportunities to go to college, and even on into graduate work in the field of social science, political science, and he also emphasized teacher training for the secondary schools.

How that is going to work out, I don't know, but the Federal Government is planning in terms of long-term needs in that way. That seems to be an argument that will influence a young man with interests and abilities along that line.

Dean Powell: In talking about winning the war, it seems to me that you must think of winning the peace, and to win the peace after having won the war, we must have trained men we can send out, I think for a while at least, to administer the conquered areas—I think in the Orient and in Europe, possibly in Africa, after we win this war. We will have to do a bit of supervising for a while.

The men who have been trained in Oriental history and languages, and European history and politics, and in economics, public administration, it seems to me will be in great demand, and that offers a little hope to the Arts and Science students who can't see where they are going.

Dean Watson: In answer to the statement that was made that if a boy came in seriously convinced that he was going to join the army and leave college, that he wouldn't do anything about it, I have usually felt it necessary to explore the areas that the boy had investigated on which he had based his decision, and wherever he has omitted a consideration, no matter whether he decides to stay in school or go out, to focus his attention on as many possible factors in the problem as I can dig up.

I wonder if that isn't the function of a dean of men when the boy brings his problem in, rather than to have a set policy of keeping the boys in school or telling them to leave if their minds are made up. I think we should see if they have investigated the role the thinkers will play, their chance of being a thinker of the caliber of this type, the role that the citizens will play in winning the peace, what equipment they will need, and how will they get it, what can they offer by way of direct special service now, and then turn them loose to make their own decision. I wonder if anyone has any remarks or reaction to that.

I happen to be interested, because my Board of Trustees has come through with a proposition. They don't want any recruiting done. They don't want me to force anybody in, and would rather that I take hands-off the whole proposition rather than issue pamphlets which I feel is an ineffective way of doing anything about it at all.

Do you feel perfectly free, as deans of men to discuss recruiting with every student that comes in, and urge the particular boy to volunteer if you think that that is his place, or to stay in college if you think that is where he belongs?

President Corbett: Thank you very much. We have heard the reaction from the Northeast. Dean Enyart of Rollins College will speak on the Southeast.

Dean A. D. Enyart (Rollins College): Gentlemen, I have prepared no formal paper. In fact, I am pinch-hitting for Dean Beatty of the University of Florida.

Regarding the question of morale, I suppose we of the South have been more or less isolated from the numerous activities that are going on here in the North, and have been going on since the beginning of the war, and therefore, we are less war conscious.

But after Pearl Harbor, I think an overnight change took place on practically all of the campuses. The pacifist, the disgruntled, that was a thing of the past almost overnight. I found that out by browsing around a number of the campuses in the Southeast, and it was especially noticeable on our campus.

Of course we are a small institution, but even so, our students come from all sections of the country, and I think would give a pretty

good picture of student opinion most anywhere.

The Southeast, being particularly in the defense area, especially since they are sinking boats within sight of our Florida shores, we felt that it was necessary to call a meeting of the colleges of the Southeast. So, on the 6th and 7th of March at Rollins, we held a Council in which there were represented some 47, or there were about 47 representatives of about a dozen universities and colleges.

The following recommendations were adopted. As I say, this had generally a very wholesome effect, because we were taking up principally the question of immediate defense of that area. First, it greatly intensified air raid precautions, especially on the Florida campuses; and second, there was organized a separate student defense unit on every campus for direct contact with the State Aid Defense Council.

Third: Full participation by all the colleges in the expanded citizens defense corps training program, under the guidance of the State Defense Council.

Fourth: The offering by every college, of a comprehensive elective course for credit, covering both the practical techniques, and a substantial scientific background for all phases of the citizens defense corps work, such of course, to be in addition to the short non-credit extra-curricular training courses for the various crews and squads.

Fifth: Intensified physical fitness programs, highlighted by such dramatizations as may be deemed effective, and furthered by the example of personnel participation by faculty members.

During that conference, our own students dramatized very spectacularly, an air raid with first aid and so forth. From the results, I am afraid they were somewhat disastrous.

Sixth: Greatly increased emphasis on science, mathematics, foreign languages, in all of the college curricula. Let me say that a number of the colleges represented were of the Liberal Arts type, with no emphasis especially upon the scientific training, and that in answer to the question in discussion a while ago, a good deal of emphasis was placed upon the students who were taking Liberal Arts courses, to prepare themselves by taking at least a year or two years in the sciences, in order to prepare them for V-7, V-5, or whatever line of service they expect to go into.

Seventh: Increasing substitution of activities connected with war, for normal extra-curricular activities. There was a marked, and has been a very marked cutting down in other types of extra-curricular activities.

Eighth: Close study of the curricula for the purpose of adapting the contents of credit courses to bear more directly on the successful prosecution of war.

Ninth: The maintenance still, of the value of a college degree.

And tenth: The acceptance of students with their parents' consent, as citizens' defense corps volunteers to help the staffs protect both life and property on the southern campuses.

The justification for accepting the aid of students to protect property is that any damage to educational property would impair the nation's war effort by handicapping education and by draining off materials and equipment for repairs and replacement.

To summarize the work of this conference, it shows that Florida, Georgia, North Carolina and South Carolina are alive to their responsibilities in education as in all work. The idea of "business as usual" is out for the duration. Changes should be aimed at concrete results, and not merely change for change sake. The object is to win the war, and while we must not completely abandon long-range aims and preparations for a just and durable peace, we must, nevertheless, not forget that if we do not win the war, we shall all be enslaved and any preparations for peace will be wasted.

Colleges of the South and Southeast, are helping on almost all of the many fronts, to win the war.

Dean Beatty's and my own investigations of a number of the colleges in the South, are to be brief. We sent out a questionnaire to some dozen colleges, with nine or ten questions bearing on questions of morale, and general conditions on the campuses. I undertook to make a general survey of that report, and instead of giving you long comments on each one of these reports, I will just summarize in a very brief way.

First question: "What was your male undergraduate enrollment for the second semester, 1941 and the second semester of 1942?"

The result here shows that the larger institutions had a falling off on the average of from 250 to 300 students, and that the smaller institutions had a falling off of from 50 to 100.

The second question: "What was your male graduate enrollment for the second semester, 1941, and the second semester, 1942?"

The answer there, generally, was about fifteen per cent less.

"What per cent of decrease in enrollment, if decrease, do you attribute to joining the armed forces?"

The answer there is that of the decrease, about 60 per cent was due to joining the armed forces; resigning because of employment openings, about 30 per cent; and for other reasons, about ten per cent.

"In general, what effect has the accelerated academic program had on the demand for students' part-time employment?"

The answer was in general, a greatly reduced number of activities, and a greatly reduced demand for part-time employment.

Social activities—there didn't seem to be very much effect on the average campus so far. On our own campus, however, there was a very marked effect in that almost all of our social activities have ceased, except those pertaining to war work of some kind.

We are very near to several very large camps, and our girls find their social outlets in giving dances for the soldiers, and the boys find there are innumerable war work activities.

"What effect do you anticipate the accelerated academic program will have on student employment for the year '42 and '43?"

The consensus of opinion was that a larger per cent need jobs because of the lack of summer employment. That is, with our accelerated program, with either the four term method or else the tri-semester procedure, it keeps the students who ordinarily earn spending money during the summer, from carrying on that work. Consequently, there will be more demand for campus jobs. Then again, because of the possibility of there being no N. Y. A. program for next year, there will be more demand.

"Student morale is often, although perhaps inaccurately, regarded in terms of disciplinary or police cases. What increase or decrease in such cases have been encountered in your school since Pearl Harbor?"

Invariably, the answer to that question is that students were all taking a more serious attitude, and therefore, there was a great decrease in the disciplinary cases.

The second part of that question: "What decrease in the amount of extra-curricular activities"?

Those that I have already mentioned are substituted largely by war work extra-curricular activities.

"Comment briefly on student morale, favoring war consciousness, (a) on the part of your male students; and (b) what specific defense activities have students identified themselves with on your campus?"

In answer to the (a) question, students are preparing for increased cost of living, and therefore, are reducing their social budgets, planning courses with the idea of fitting into the service at the proper time. They are planning on a long-time basis as never considered before. There is a constant call for enlistment, and in many of the institutions, any number of the young men have already met the last call, and that is having a very marked effect upon a number of the campuses.

There was some lowering of the morale in the first part of the war, and as I nosed around on a number of campuses, I have found that there has been a complete change in that attitude almost every place that I went.

The next question: "What actual adjustments in curricular and course offerings have been effected at your school as a result of war emergency"?

In most of the institutions that were on the term basis, their answer was that they had gone on to the quarterly system or else the tri-semester system, and were making it possible for students to graduate in three years.

"What has been done or will be done in your school regarding students' physical fitness and improved students' health"?

Of course that is almost universal on all of the campuses. That is, enforced formal exercises in classes, and courses in hygiene, increased intramurals, and in a number of cases, compulsory military training.

Just a few more summaries of some of the courses that are being offered. I find almost all of the campuses have courses for credit in radio communications, C. P. T. Aviation training, riflery and marksmanship, nursing aid, courses in navigation, military psychology, first aid standard course, first aid advanced, typing and shorthand for seminar credit, but not for regular credit, chemical warfare defense—and these were mostly in Liberal Arts colleges too—practical geography, the nations at war, the psychology of propaganda, special language courses for advanced students in language.

I could go on with a number of other courses, but I am afraid I have used up too much time now. In brief, and to summarize, the morale on the campuses of the Southeast is in a very, very wholesome state, and I haven't found very many men in our Liberal Arts colleges who have let down or if they have let down, they are beginning now, through advice, knowing they are going to have to get into the service, they are beginning now to take the science courses, and prepare themselves for either V-1, V-5 or the aviation courses.

I think that is about all. (Applause)

President Corbett: Thank you. If you will bear with us, we will have a discussion of Dean Enyart's paper later.

We are very fortunate in having a man with us this afternoon representing Secretary Henry Morgenthau. I am very pleased to introduce Mr. James Clarke, Executive Assistant to Mr. Morgenthau. (Applause)

Mr. James Clarke (Chief of Literature Section of Defense Savings Staff:) I am awfully sorry, Gentlemen, that Mr. Poland, who was scheduled to be here, will not be here. I am sure you would have enjoyed him. I am awfully glad to have been able myself, to appear at this particular meeting, not for your instruction, but for my own, because I am particularly interested in this question of morale, and as a matter of fact, what I intend to speak about this afternoon is morale.

What that has to do with the war savings program, we will get to presently.

The first premise of what I have to say is that the educators of America will have a critical influence on whether we win the war or not. I think that it is entirely within the realm of possibility that they may win it for us or lose it for us.

That sounds like the most obvious sort of flattery. I do not mean it as flattery, and I would like to call your attention to the extreme and consistent efforts that the Nazis have made to regiment and vitiate education so as to bring up a race of killers. Whatever morale means, in terms of an effective accomplishment in a war, whatever place it has in the effort, it is underlain—to a very considerable extent is conditioned—by what the educators put into the minds of the people. Not only the minds of people in the schools, but those of the general public, which is reached by the way of influence of the students upon the community and the institution upon the communities.

The second premise is that the war savings program is in itself an educational program. Now that sounds paradoxical. It may even sound a little dishonest to people who have had too much experience with commercial promotion which masquerades as education.

But consider the logic. It is necessary for the American people to save approximately ten per cent of their incomes. That is to say, something in the neighborhood of ten billions of dollars. It is necessary for a great many reasons. It is too technical a matter, too detailed a matter to go into at the moment. The reasons are pretty well aired in the newspapers at the moment, because of President Roosevelt's seven point program to combat inflation.

In any case, ten per cent of the national income, ten billions of dollars every year is a lot of money. It could be taxed away. It would be a simple and fairly efficient manner of doing it. It could be collected in the form of forced savings. The reason that it is not being taxed away or collected in the form of forced savings, is largely a morale reason. What an American does voluntarily, the contribution he makes to the war effort voluntarily, is the act of faith of a free citizen. If he contributes voluntarily to the war effort, it makes the United States, more than ever, his country; it makes the war, more than ever, his war. Forced savings or taxation has none of those positive effects. At the best, it is a contribution to the war effort that is made for the individual by somebody, by the government. He is compelled by the government to do it. At its worst, it is sometimes done to the individual by the government; and unless the war savings program, on its present voluntary basis, has an effect on morale, and a good effect on morale, there is no reason whatever for having a voluntary program. It would be quicker, it would be simpler, it would probably be more efficient to do it some other way. But there is every indication that the voluntary

basis is in the long run, a great deal more to be desired, a great deal more effective; and in the long run, the country will get more out of it.

When you say that the morale effect of the war savings program is one of the important elements in it, you mean that, important as sales are, (and of course the program is no good unless you do sell the bonds), the reasons why people buy, and the spirit in which they buy, are equally important.

Now, as far as the institutions of higher learning are concerned, this means that it is not enough to simply institute payroll savings for the faculty and an alumni savings plan for the alumni, and stamp dances, and stamp booths for students' contributions. Colleges and universities can do a great deal more than that for American morale. Mere selling stops short of the moral effect, and if people in college understand this relationship, the war can be of actual help to the morale effect which the program can and should have.

I say this in spite of the fact that many colleges and universities have a splendid record of sales. I would not want to imply any criticism of their effort. I would not want to minimize their effort in any way. They have done a great deal. However, I think that in a great many cases, a full realization of the importance of the educator to morale is necessary before colleges can do their full part in winning the war.

I mean that the war savings program should not only be made a part of the social life of the college, which it is when you have stamp dances and that sort of thing, not only a part of the routine of living, so to speak, as it is when you have payroll savings and alumni savings—that sort of savings. I think it ought to be also a part of the educational life of the college or university. I think, as a matter of fact, the whole war effort ought to be a part of the educational life of the college or university.

This was part of a set of suggestions that Mr. Poland and I made on behalf of the Treasury to a group of college presidents at Baltimore last January. The gentlemen with whom we talked that day, and others whom we consulted afterwards, were in favor of a program such as we outlined. It was a program which made certain concrete suggestions for a committee organization on the campus in behalf of war savings, with certain less specific suggestions as to integrating war savings, with the educational life of the school.

Now, that set of suggestions has finally resulted in a printed document issued by the Treasury, which should have reached you by now. It is a very small pamphlet addressed to the college presidents of the United States, from the United States Treasury. Have any of you seen it?

Well, God and the government move in mysterious ways. We have

a rather elaborate committee set-up of the war savings staff. Our material has to go out through our state committee offices, and I think in the course of a very short time now, you should all be getting these pamphlets. Perhaps the presidents of your colleges have received them already, and haven't passed them along. (Laughter) Not employing any left-handed criticism of college presidents but there must be an awful lot of stuff going across the presidential desks at the moment, particularly from the government. We are pretty prolific.

I have outlined what I had to say today in the belief that that pamphlet had already reached or would shortly reach the campuses. We also have been putting out a certain amount of material for college newspapers. What I had to say today was carrying on from there, trying to cut a little deeper into the relation of a war savings program to education itself.

It should be borne in mind that the war savings program is not a narrow affair, concerned only with so many stamps and so many bonds, and the bare unrelated problem of selling the stamps and bonds.

Money is a mobilizer. It is a mobilizer of the country's human and material resources, and for that reason, money touches every phase of the war effort. It is interwoven with every phase of the war effort.

Morale seems to be the mobilization of the will and spirit of the nation behind its material and human resources. Now, if those are fair definitions, everything that helps national morale, helps war savings. Conversely, war savings, in so far as there is understanding of it and participation in it, is a help to morale.

Now, the morale problem of the moment, as a great many people see it, seems to be the need for action, the need for getting people actually to do what needs to be done, instead of talking about it, instead of thinking vaguely about it, or evading thinking about it.

It is said on a great many sides that we Americans, as individuals, have not yet really begun to give as much effort and money or to give up as much in the way of goods and services as is required. It is believed in some quarters that should know what they are talking about, that we are still a little bit in the condition that the United States is usually in at the beginning of a war.

You will remember the pathetic story of the beginning of the war of 1812, when the boys went out with roses in their muskets to have a little fun with the British, and a few British landed and fired a few shots, and threw a few firecrackers, if I remember correctly, and the American army ran in confusion and consternation.

The point I am trying to make is this: That we are people who have immense confidence in our potentialities. We have immense potentialities, but we are inclined to have so much confidence in those potentialities that it is a little hard to realize that it is everybody's job,

every individual's job, to make those potentialities count for victory. The question that is being discussed a great many places, discussed particularly furiously in Washington, is what is necessary to bring the American citizens, as individuals, to the point of action. There are some people who think that we are not going to do as much as we should, we are not even going to do half what we can, unless we are scared to death or half scared to death.

There are many people, and intelligent people too, who think that fear is the only motive that is strong enough to drive people to the kind of action that is necessary for winning the war. Well, I should like to point out in that connection, that the French were scared half to death, and it didn't do them any good at all. Fear is as often a stimulus to flight or immobility, as it is to action. As a matter of fact, the Nazis have depended very largely on fear to confuse and paralyze their enemies.

In so far as fighting results from fear, what you think of is the way a cornered rat fights. That is the kind of fighting that results. I don't think we are going to fight like rats. I don't think the Americans are going to win any war that way. I think we are going to fight like men or not at all, and therefore, I don't think that this business of scaring the American people half to death is a good way to get us to the point of action.

There are other people who think that being aroused means hating the enemy. Hatred is not, by and large, an American characteristic. I don't think we are very good haters. I think our roots are too deep in the soil of Christian liberalism, which is not poisoned ground. We have spent too long learning that all men are brothers, to unlearn it in a few weeks or a few months or even in a few years.

All of you no doubt remember the literature that came out of World War I, and there is hardly a case of a reflected hatred on the part of American troops in any of that literature. The boys fought a pretty good war, but they didn't hate the Germans. At that time, the people who did most of the hating were over here. They were our historical super-patriots at home, who really hadn't any conception of the realities of war. First hand accounts of fliers who sank enemy ships in the "Battle of the Coral Sea" show no trace of hatred—or fear either.

This time, we have a total war on our hands. All of us are going to have a pretty realistic conception of war and what it means, and it doesn't seem to me that hatred can very well play a strong part in our motivation.

I think a certain number of people—how many I wouldn't dare say—need a certain amount of release in the form of—well, don't they sometimes hang the dean on one of these bonfires that they build before football games? At least they have symbols representing the enemy college. I think there is some release in the form of dummies repre-

senting the Japanese to throw baseballs at and monkey business in carnivals where you can squirt catsup in Hitler's face if you hit the platform hard enough with a wooden mallet. Those are silly examples, but there are other examples of that kind of releases—the same thing that makes the savage stick pins into the doll that represents his enemy. I think a certain amount of that is probably necessary to the people, but I don't think it will go awfully far toward winning the war. I don't think hatred will in this country.

There is another way it seems to me, to bring people to action, to arouse people. It is the way in which they are aroused by an approaching flood. People watching a flood come down on them realize fully what is there, what is about to happen. They realize its consequences. They are not too frightened to choose the behavior they are going to follow. They are not too frightened to behave like human beings. They can decide whether they are going to run away from that flood or whether they are going to mend the levee and fill up extra sandbags. They can apportion the jobs to be done among themselves, so that each plays the part for which he is best fitted. And once having decided what is to be done, they work with a concentrated fury born—not of hatred of the waters—but of a desire to win over this adversary.

In other words, they behave rationally, though they are responding to the primitive urge to preserve life.

I think that our situation today is somewhat analogous. The difference is that the flood is far off, and it is a different hazard, a different threat than anything we have ever faced before. Nothing has ever come our way that is quite like it. And I think perhaps the first morale problem that we have, is to bring home to Americans the realization of the war our enemies are making on us, which is as clear and as real and as sharp as the realization a threatened town has of the flood that is coming down on them.

I don't think that can be done by the radio and the public prints alone. The bridges across space and time, and the causeways between the familiar and unfamiliar are only strong enough to convey the mind when they are built by education. Before the days' events as reported by press and radio can have their full significance there must exist in the mind a context of knowledge into which they can fit. They really don't make sense otherwise. They really don't have their real significance otherwise.

To provide this context, and to bridge the gaps between the far distant and the unfamiliar and the things we know, to bring comprehension and awareness to the people, seems to me to be the job of the educator, at least as much as anybody.

The second job that the educator can do is to help us decide how we are going to behave in the face of this. We can't run away any more. It is impossible. We can just sit and be scared or we can leave the job

to our allies, or we can work with that concentrated fury of people who are trying to stand off a flood.

There are a lot of jobs that are necessary to winning the war. Those jobs have been fairly well organized, fairly well described and fitted into a general pattern by the government. It is the government's job in wartime, to see what is to be done, and to indicate the groups of citizens that are necessary to do the several jobs. The citizen has to decide for himself whether he is going to do his part or not, and to make that decision, he has to understand what his job is going to be and how to do it.

I believe, at least I am so informed by practically everybody who ought to know, that colleges and universities have done more than well in directing young men into suitable military and production jobs, and in training young men for these jobs. Those are specialties. Those jobs, technical jobs, military jobs, are means of making a living in the nation's service. But every citizen has more to do than that. Each citizen has to live in the nation's service; each of us has to learn to adjust to war conditions; each person must learn to live on the left-overs of war; and each one must manage his own life in such a fashion that he has enough left over to lend to his country.

Since these things have to be learned, somebody has to teach them to us. The government itself can do some teaching. The government to a certain extent is an educational agency. But the educators of the country and the institutions of learning are far closer to the people, and in a very great many respects, far better equipped to do a job of teaching than the government is. They can teach their students what a citizen's wartime duty consists of and teach their students how to do that duty, and through their students, and through their education services, they can profoundly affect the ability of the general public to carry on this war successfully.

I think now is the time for the educational institutions in this country to make good the claim that they have for many years made, that they have an effect on the general public, that the institutions of learning, particularly the institution of higher learning, has a community-wide influence that reaches out from its own self to the homes, and from the homes that surround it to the public as a whole.

It seems to me that these tasks that organized education could do, can only be accomplished if the war effort is made a part of the educational life of the institution. It is already a part of that life, of course, in engineering, and some other fields. It seems to me that it should be a part of every field.

I can think of no body of knowledge which has not been given new and intense interest by the war, and I can think of scarcely any body

of knowledge which does not in some way contribute to the successful prosecution of the war.

It is in my mind that someone, Lloyd George I think, said at the beginning of World War I—"The lights are going out all over Europe." And today, there seems to be a feeling, in some quarters at least, that the intellectual world should follow the barbarously worded blackout restrictions of New York City—"Illumination is required to be extinguished."

I don't think it is true. I don't think we have to put out the lights of the mind in order to fight a good war. I think we will fight a more successful war if we keep on learning and thinking.

The war, if we do not permit ourselves to become blinded by fear or hatred, makes plain a great deal that was hidden before. A nation at war is to a certain extent, like a person who is ill. We become aware of the body economic and body politic in new ways. Now, the only way people ever learned to cure disease, and more important than that, to preserve health, was by studying disease itself. A great deal of that studying was done by people who were themselves ill. It seems to me that if we study ourselves at this precise moment, we are aware of ourselves, aware of this nation, in a way we are not likely to be again for a long time.

If we study ourselves as a nation in order to cure this present disease, which is war, a great deal of that knowledge is very likely to hold over and become valuable, become useful in time to come. It is furthermore a way in which knowledge becomes more significant, more real and more useful to the student. In wartime there are many ways in which knowledge has such a direct application, where the illustrations are so vivid, that it is possible that war can serve education at the same time that education is serving the war.

In some other quarters, it has been thought that the only proper subject for consideration in a college or university was what is going to happen after the war. I gather from what I heard earlier here at this meeting, that this attitude is pretty rapidly disappearing. But even up to the last few weeks, it has been thought in some institutions that a college or university should not bother much with the war, but should only consider the making of a just and lasting peace to come and solving post-war problems.

It seems to me that you cannot understand what is going to happen after the war, cannot understand anything about making the peace or solving any of our problems, unless you understand the war itself. It isn't simply a question of this military engagement, and that naval battle, or who bombed who. This is total war. Unless you understand the economics and politics and geography, of this war, how are you to do anything toward solving problems after the war? A lot of these

kids coming up now are going to have to do a good deal of that solving.

It seems to me that understanding this war is about as important a thing as a youngster could do at this moment.

I have been talking a good deal in generalities about making the war a part of the educational life of the institution and integrating it with work that normally goes on in a college or university. I would like to take one example out of the Treasury's own special province. I would like to take inflation briefly.

Inflation is like the far distant military operations in this war, in the sense that it is hard to grasp. It is hard for the public to get at, hard to get at and grasp for a different reason. It isn't far away. It is right here with us. It lives with us, but it is intangible; it is pretty hard to put your finger on.

The fact that it is intangible and difficult to reduce to concrete actual stuff that is within the experience of most individuals makes it pretty hard to get people to want to do anything about it. You say inflation is not only coming, it has come, it is increasing. They say, "Oh yes," and shrug. They aren't aware in the sense of people watching a flood, of what is coming down on them. They haven't the actuality in their mind's eye. They don't realize, they don't grasp the thing itself, and they don't grasp the consequences of it. They don't see that they can do something about inflation for better or worse. They don't see that they can increase it or decrease it.

Now, the subject of inflation comes properly into many fields. In the college curriculum, it is pertinent to economics, obviously, to government, sociology, to history, and to many of the so-called practical courses, such as home economics and agriculture. It comes into many of those fields in extremely interesting ways, ways in which it can be very valuable to the students over a lifetime, not only for the present moment.

There are organized ways in which college students can be helped to an understanding of inflation. The equipment is there, the machinery is there, and the minds are receptive, to a certain extent prepared for it. The public mind is not. The public mind has to be spoon-fed. It is a prodigious job to spoon-feed the public on such a subject as inflation, but if the college students can be fed it in stronger doses so that they understand it, if those college students, as many of them will, will go out and do a little explaining to the public on their own account, a little spoon-feeding of the public, it may conceivably do a great deal of good, and believe me, inflation is an extremely critical problem right at the moment.

Now, I have talked about the positive aspects of education and

morale, education and war savings. It remains to mention the negative aspects which I think are equally important. Ignorance fights on the side of the enemy. Ignorance makes for confusion. It makes for indifference, and it is fertile ground for the tendency to obstruct. It aids the enemy in disseminating false information, and convincing people through false and defeatist reasoning.

Ignorance is subversive in itself. It seems to me that this alone is reason enough why institutions of learning should plant true understanding of the war and our effort to win it as wide and as deeply as they can. (Applause)

President Corbett: You will note in our program something about the subject of winning this struggle, and Mr. Clarke has brought to us a phase of the work that perhaps we hadn't given much thought to. I am sure that Mr. Clarke would be willing to have you ask him questions and have some discussion on this fine paper that he has given us.

Dean Powell: Mr. Chairman, I would like to hear the gentleman's views on two very practical problems that face me in talking with students, the matter of morale in buying war bonds and enlisting and that sort of thing.

First, we are dealing, it seems to me, with boys who were born in a decade when pacifism was the talk; they were reared through a decade where defeatism, discontent and the depression was very apparent. Those boys come in to talk to you, and want to know what you are fighting for, and many of them aren't really convinced, I think, down deep in their hearts, that the old American way of life that they have been led to know about, is worth fighting for.

It seems to me that the real problem in building morale, and that is a problem I suppose, for the leaders of the country, is to kindle some new faith in a democracy and new America, and new world order when this war is over. I don't see how the war as an objective, can be disassociated from the peace, because these boys, to have high morale, have to know they are fighting for something better than what they had.

And then there is another very practical problem. They ask you these questions. A boy comes in to talk about war savings. He knows that the money he saves, turns over to the government, goes for armament, but he can't see them—the amount of tanks and airplanes. Those can't be divulged for military reasons. But he does see things like this which make him wonder. He reads about fires on the Normandie, for example, and sees a great number of war bonds going up in smoke. He reads about excess profits, and those things bother him. He can see those things, and when he comes in to talk to you, what are you going to tell him?

Mr. Clarke: You seem to have three main questions here. One is the question of pacifism; second, is the question of peace, what we are fighting for; third, is the question of where does that money all go, is that right?

Dean Powell: That's right.

Mr. Clarke: Well, I don't suppose that I can give any properly accredited propaganda line on any of these questions. I can only answer them as I would answer them myself. I would answer the first one, if you will all forgive me for using so many medical analogies, in this fashion: That you can't maintain health unless you get your health back. In other words, the world at war is (again) like a person who is sick. If you are going to maintain peace, then you have to get peace first, before it can be maintained. The two things are not the same. One is cure, and the other is prevention, and we are in the cure stage now.

Now, I will grant you that I would be much happier if the leaders of this country would state our war aims more precisely, more clearly, more concretely than they have stated them*. We badly need something to match the Axis' new order. I don't know how soon we will get it. As far as my own attitude is concerned toward that particular question, I don't think we are fighting for the American way as we have known it. I think we are fighting for certain fundamentals of American methods, but not for the American way that we have known. As a matter of fact, President Roosevelt said pretty much the same thing at the end of the "State of the Union" speech of January 6.

I wish I could quote it, but I can't. What we are fighting for is the chance, the opportunity to make a better America, and I think that is all you can say to anybody. Whether we make a better America or not, depends primarily on people like these youngsters who come in and ask you what we are fighting for. We are fighting to give them, or they are fighting to give themselves a chance to make a better country to live in, because they darn well are not going to have the chance, unless we win the war.

The question as to how the money is being spent is a much harder one I think, to answer. As you say, you can't get production figures on planes and tanks and what not, and the things like the Normandle fire are spectacular. They are rather appalling, disheartening to everybody.

I think that you only can say that people are, by the large, doing the best they can. You can answer such questions, specific questions, better than you can answer the whole thing in general, because there

*I was not, at the time this talk was given, familiar with the excellent statement of American objectives contained in the National Resources Planning Board's "National Resources Development Report for 1942". It is well worth the careful consideration of every educator—and every college student who cares about his future.

is usually a different answer in each case.

For example, in the Normandie case it is quite possible to point out that the problem of policing all the places in the United States that have to be policed, is prodigious. You talk to some of these people who have a policing job, and you will realize just how appalling a problem it is. I recently talked to some people who, for practice, devised a scheme for blowing up a certain all-important dam, and they went out and put the scheme into practice without any trouble whatever, except that they didn't blow up the dam. But it worked just like a charm, and the reason it worked was not that the dam was poorly guarded, but that the people who were around the dam, including some of the sentries, just couldn't believe that anybody would be mean enough to do the thing those fellows thought up to do.

We are really awfully naive about what it means to have enemies. We haven't had enemies in our midst for an awfully long time, and that is really one of the important factors in such episodes as the burning of the Normandie—the good will and naivete of the American people. It is really quite a problem. That is the best advice I can give you. If you can take those questions as they come up, one at a time, there is usually some fairly reasonable explanation.

I can think of a lot worse things that your boys might ask you, things that would be even tougher than that to answer, it is very difficult for a democracy to learn to fight a war. We have to start learning all over again. We forget how between wars. We not only disorganize the machinery, throw away the machinery for winning wars, but we forget just as fast as we can all about how it is done. So, we have to learn all over again every time. Fortunately, we learn fairly fast in this country. I think that is one of the advantages we have. But that is about the best you can say.

President Corbett: Thank you very much, Mr. Clarke. Any other questions?

Dean Miller: I would like to ask a question along this line. The speaker referred first in the question of the selling of stamps and bonds, to the compulsory savings and taxation plans, and indicated there that we might get beneficial results in the long run by the voluntary method. I can see that very clearly, but when it comes to this question of inflation, and he speaks of trying to go about controlling this question of inflation through education, through the teaching about it in the universities, well, we have in our institution seven or eight professors out of several hundred who know anything about teaching inflation, and in the economics classes, we get maybe one out of ten of the students, and even when you get down in those classes in economics and begin talking about inflation, you run up against such facts, I believe, as that our chief enemies some time ago stopped inflation in

their countries rather completely, in order to avoid the handicap of inflation.

I wonder if it isn't a matter of government action in that case, rather than the slow process of attempting through a very inadequate education system. When we talk about inflation, these students ask us some questions and they say, "Isn't it true if you let wages go up and they have already gone up about twice as much as the cost of living according to the Brookings Institute in our industrial sections, if you let farm products go up to 110 per cent of parity, and raise the cost of living and force wages up again, and raise the cost of products through higher wages and higher raw materials, that then the government will have to make readjustments as they did in England by raising selling prices again?" Isn't that a problem where somebody has to step in and take hold of it there in Washington, D. C., and stop the cost of production from going up by prompt action such as our enemies have taken?

Mr. Clarke: May I restate this question, which also seems to have two parts? One is the adequacy of the college faculty and the college organizations to get any popular understanding of inflation; and the second is whether inflation is not something to be stopped by government control rather than by efforts on the part of the citizens. Is that a fair statement of your proposition?

Dean Miller: Yes.

Mr. Clarke: Well let me take the second one first. The President is now proposing a pretty comprehensive scheme to do about what you suggest—price ceiling, wage ceiling and so forth. That, however, is not enough. Even rationing is not enough to stop inflation. The control of inflation is pretty complicated and you can't depend on one or two or three methods. You have to use all the methods that you possibly can command. There are at least two factors which are within the control of the public and nobody else. One is how much of their purchasing power people put into consumer goods. In other words, one of the purposes of the war savings program is to divert as much purchasing power as possible away from consumers' goods of which there are too few. That is one place where the public can help to control inflation.

Another place is that the control of prices is to a pretty large extent really in the hands of the public. If the public refuses to let rationing or price ceilings be effective by bidding up the price of what available supplies of consumers' goods there are, and encourages bootlegging, if the public does those two things instead of diverting its purchasing power into war savings, you are going to have inflation no matter what the government does. They have plenty of trouble with that kind of thing in Europe. It is one thing to pass a law, and it is

another thing to get the public to act accordingly, particularly in a country like this.

Prohibition never stopped anybody from getting a drink, but it put the price of liquor up awfully high. So much for the first part. The second part of this question fits very closely into that. In so far as it is within the power of the public to check inflation or to increase inflation, it is important that public enlightenment proceed just as rapidly as possible.

Now, it is quite true that in most colleges, only the economics professors talk about inflation, and only a relatively few students hear anything about inflation. I think that a lot more ought to hear about inflation. That is what I am trying to suggest, that history students and sociology students and home economics students should hear about inflation. The agriculture students should hear about it in the terms of the price of agricultural commodities going up to 110 or whatever it is. The home economics students should hear about it in terms of the price of butter and eggs, and what you have to live on. The history students could very, very profitably take a look at the history of the American Revolution in which you had inflation in spades, doubled and redoubled. It is really a very interesting and spectacular episode in the economic history of this country.

It is extremely interesting stuff, and this of course would mean that a lot of professors who have never thought about inflation before would have to start thinking about inflation, that the economists in your colleges and universities would have to help to educate the faculty. You would have to do a little adult education at the source, in other words, in order to make a thing like this work, but it seems to me that that is just an example of the job that needs to be done all along the line as far as the war effort is concerned.

Wherever the war effort fits into what normally goes on in a classroom, the professor should be equipped to integrate the two things, and I should think that it would require a great deal more transfer of ideas between members of the faculty than is generally, I believe, accomplished in the college.

I think it is time for more flow back and forth between members of the faculty, and also some pretty consistent keeping up on the part of faculty members with what is going on in the world, and particularly what is going on in Washington.

I think that Washington, by and large, would be very glad for any suggestions as to how these things I have been talking about, not only inflation, but the whole war effort, any phase of the war effort, could be made clearer to college students and to the general public.

If you people would work on it, you people would tell us ways to

attack this problem that we have, this problem of enlightenment, I know that the Treasury would be extremely grateful, and I am sure that almost every agency in Washington would also be grateful. I could guarantee that the Treasury would do something about it, but I can't guarantee any other agency, not because I don't trust them, but because I am not in any other agency, and I wouldn't dare stick my neck out.

Dean Watson: May I stick my neck out to the extent that I think you have a clue in New York City where they got together seven or eight hundred college professors who knew nothing about defense and gave them a course in defense, and they signed up to teach adult classes of volunteers about defense. They knew nothing about this material, except that they had the skill in teaching it, and it seems to me you might take a page from that notebook. You can do that if you present a clear enough program and offer to help organize volunteer classes and help the poor professor with his notes on what he is supposed to talk about, as they have where they needed to get across the defense material to several thousand New York adults all at once, and they are getting very good results in that, both in the attendance of the professors at the classes and the rehash of the material in front of adult groups.

Mr. Clarke: Who laid out the program for the professors?

Dean Watson: I am not sure. It was a combination of specialists in various areas, and it was gone into by civilian defense groups in the army.

Mr. Clarke: It was a civilian defense job?

Dean Watson: That's right.

Mr. Clarke: Well, it seems to me that that is a very pertinent suggestion, especially if you are having some separate segment of the curriculum set aside for war purposes, but it would seem to me—I may be quite wrong about this—it might work better if the work infiltrated the curriculum. I think it would reach more people and would really do more good, rather than putting it in one block. I think probably you ought to do both.

Dean Bunn: There has been a noticeable difference between the enthusiasm we have had for the war this time, as against that which we had for the war from '14 to '18. As a young man, I had no war experience before the war of '14, any more than these youngsters who are now going into the service have had before this particular war. How would you account for that from the standpoint of morale, Mr. Clarke? What comments would you make?

Mr. Clarke: Well, I am glad to take that one on. Of course, it is impossible to be sure you are right about a thing like that, but it seems

to me we were so enthusiastic about the last war, because we didn't know anything about it. We were just innocent. We thought you had a parade and you went out and won a battle and came back with a lot of medals and you were a hero. It was like the boys going out to fight the British with roses in their muskets.

The people who came back from the last war, if I remember correctly, had no enthusiasm for war whatever. I wasn't in the last war, but I was in college with a lot of boys who had just come back, and there was no enthusiasm for it at all. Now, that memory still holds. Furthermore, there has been a continuous series of wars between World War I and World War II. That war never got finished. It just kept on going. We have seen actual fighting from 1914 to date, and it has been pretty severe, pretty savage, pretty serious. It hasn't been at all pretty. And we have gotten very realistic, first-hand accounts of it. That is another factor that I think should not be minimized—the immense amount of realistic reporting that has come out of all the wars from the invasion of Manchukuo down to date. So, it hasn't any glamor to it any more at all.

As far as its effects on morale, its relation to the morale of the present day is concerned, I would like to make one observation, and make one speculation, if you will bear with me. The observation is this: That the British haven't liked this war at all. They have not been excited about it; they have not felt any sense of nobility and glamor. It has just been a darn dirty job to the British, and they have fought a pretty good war, by and large. In some ways, they have fought a very good war.

The Russians, from all reports that I have read, have no feeling of glamor, no feeling of excitement, no feeling of nobility. It is a grim, mean, dirty business—"But we have to keep those Nazis off our necks so we are going to do it." It is a job.

Now, the speculation is this: That for doing a job of work, the American is very well equipped. I don't think the American has an awful lot of talent for being a noble character and a hero. I think he has a lot more talent for doing a job of work. Work has been sort of fetish with us. It is one of our deepest rooted, our most revered traditions. Up until the 1930's, when work became a little futile for a great many people, work was the number one virtue. It goes back to Captain John Smith who said, "Those who won't work, shall not eat." The heroes of a great many popular stories in this country, were men who wouldn't retire. They were the fellows who had to keep on working, had to stay in harness.

In other words, this country has been built by work. Americans, I think, like to do a job. I think they take an awful lot of pride in doing a job well. I think they take an awful lot of pride in being able

to outwork the other fellow, to work longer and harder and more efficiently than the other fellow, and I think that maybe, in the long run, that is going to produce an advantage in our favor.

When I say an American hasn't much talent for heroism, I don't mean Americans haven't been heroes. I don't mean that they are incapable of heroic acts. I mean that we Americans don't think of ourselves as heroes. We haven't the dramatic flair that some Latin people have for heroics. We don't put on that kind of a show, and I think that maybe this is a good thing in a working war. I think that maybe now that the chips are down, we are really going at it in the right way. It is a little harder and bigger and a great deal more dangerous than anything we have ever tackled before, but it is still a job of work.

Dean Moseley: I don't think the speaker covered all the ground. The question is, why were we more enthusiastic about World War I than World War II? And I would say as the first point, we were led into it by a series of logical acts, unhampered by political considerations. The second thing, the war aims were clearly stated by one of the world's masters of expressing world war aims.

Third, people still had altruism for the other fellow. We had a personal feeling for the downtrodden peoples of France and Belgium and so forth.

Fourth, immediately after the war, we were told that we were "ucked" into it, and were just plain darn fools for going, and no good considerations could come out of it, and that we didn't have any part in it to amount to anything anyway. So, one point that the speaker made that is undoubtedly true, is that we understand war better and when we understand war better, we are not so enthusiastic about it, because it is a dull, dreary business.

Now, coming on to about the sixth, seventh and eighth point, practically everything that has happened in relationship to our preparation for entree into this war, has been beclouded by division and dissension among our own people. There was no such thing as that in the first war, because when the enemy struck, we were on the brink of going into the war, and we accepted it as a logical consequence of the enemy's act. We were totally unprepared for Pearl Harbor, and it has just taken some time to heal those wounds; but not before that World War have we had the wave of pacifism and defeatism that we have seen in this one.

Frankly, I, my self, don't think that it is quite done. I never did believe the glamor business had very much to do with either World War I or World War II.

Dean Jack Croft (Utah State Agr. College): As John asked that question, I agreed with him that we don't have the martial music today, and I jotted down a couple of notes, and some of them might

be repeating what the gentleman has said.

I didn't serve in the first war either, but I well recall that it made the world safe for democracy. Then I recall since that time, the results of Versailles. It wasn't long ago that we had a Neutrality Act. We had an Arms Embargo. These young fellows have been through a decade of depression with leadings to right and left, and I think it is going to take a little time to get back to the picture today, and I believe that is why we don't have this hurry and flurry and the martial music that we had in World War I.

I think, too, that in trying to put these befuddled youngsters right, that we might say in regard to a couple of previous questions, that we should be fighting for a chance to prove that we can have a better America, that we can improve over the decades and the youth through which they have passed.

When we talk about some of the profiteering and inefficiency in America, do we prefer that, do we prefer to do what we can about it, or do we prefer to follow the principles and be subject to the principles of Nazi Germany? That is about the only answer that I can give to them.

President Corbett: Well, this has been a very stimulating discussion and we want to thank you very much for the fine message you have brought and your being with us.

I think Fred has an announcement or two that he can make at this time.

....Announcements....

....Recess....

President Corbett: The meeting will come to order. We will proceed with the program, and we will ask Fred to give us another announcement or two.

Secretary-Treasurer Turner: I hate to be doing this all the time, but one or two things need to be said. First of all, I think it should be said of our last speaker, that he went downstairs, checked his things out and we took him right over to the University hospital. He is as sick as can be, and should not have been here at all. He said he would try to get back for the meeting tomorrow.

....Announcements....

President Corbett: We will continue with as much of the afternoon program as we have time for, and if we can't complete the reports, we will take them up the first thing tomorrow morning.

The next report on "Activities, General Conditions, and Morale," will be by Dean Joe Park of Ohio State University, representing the Midwest.

Dean Park: Mr. Chairman and Gentlemen: This report is not one which represents a single viewpoint, but some 25 or 30 of the deans of the Midwest were good enough to reply to a note which I sent them asking for their reaction to the questions suggested, and here is what I interpret as their reply. If I don't represent the opinion of some of you who replied to my note, who are present, I hope you will feel free to add to what I have to say.

Details as to how accelerated programs are being worked out and planned for are prominent in replies to my inquiry among the deans of the Central region. Most of the institutions are offering work on a scale never before attempted in an effort to make possible earlier graduation for their students. Among the smaller liberal arts colleges there seems to be little expectation of large numbers enrolling for the summer. The students are expected to be largely those in pre-professional training since the advantages of their continuing are most obvious. In some colleges this latter group is a large proportion of the total number.

In the larger schools and in those offering professional work the proportion attending is expected to be larger, for reasons equally obvious, though even earlier optimism is being replaced by questions as to enrollment expected.

Fall enrollment of freshmen is expected to decrease slightly, and a marked decrease in upper-classmen is looked for. As one correspondent put it, "Our upper-class enrollment will depend largely upon the local draft boards."

Morale seems to be holding up remarkably well. There is understandable uncertainty and restlessness, but good students seem to be more earnest than ever. Those not interested in their studies are giving more thought to good jobs available elsewhere, but the boy who has an objective in mind is not being easily turned aside.

There seems to have been a general tendency to make the office of the dean of men more than ever a counseling center. In most institutions he is expected to have late and complete information on service opportunities, both active and reserve. The dean of men is the first person to whom the recruiting officer goes, and on the other hand he is expected to give the boy who seeks counsel the best possible reasons for continuing his education until he receives his degree. For some of us, dealing with local draft boards has meant a new and demanding segment of our time. Speaking personally for the moment, I feel that if all phases of the war effort had been planned for as intelligently and swung into action as speedily as the Selective Service system we would have made infinitely better progress in the war to date. Local boards have the faults of democracy, but they also share its virtues.

Most institutions report the organization of Civilian Defense activities. As is perhaps to be expected in the Middle West, having set up the organization there seems to be little incentive to keep it in high gear. This is not overlooking the fact that many campuses are training centers for many types of defense activities.

More loans are being called for, largely in preparation for loss of summer earnings due to the accelerated program.

Social activities are somewhat less expensive though there is still prevalent some feeling that, "we'd better spend it while we can." Most of my correspondents look for sharp decreases in social expenditures from here on.

Some express concern over the problem facing fraternities, as well they may. Fortunately the national leadership among these groups has been alert and in most cases all possible aid and suggestions are being offered. They are better prepared for this war than the last, but in the final analysis they will survive only if they get the men. This is equally true of the colleges of which they are a part.

Let me close with a note of warning from one of my correspondents: "In general though their sense of the country's danger is less acute than one might wish, I feel that the undergraduates are little if any behind their elders in this respect. With very few exceptions, the men seem convinced of the necessity of personal risk and sacrifice, and are willing to take their share of the burden. The most disastrous effect of the whole war program seems to be a marked increase in fatalism which results in an unwillingness to plan for the future beyond a very few months. Since this is precisely the attitude which has preceded the demand for dictatorship in other countries, I feel that it is extremely important to counteract it in every way possible."

The colleges and universities live only to serve. They will sacrifice and continue to serve. All they ask is intelligently conceived opportunity. (Applause)

President Corbett: Thank you, Dean Park. I think we will have the other reports and then have one discussion after it. Dean Moseley, would you report for the South.

Dean Moseley: Mr. Chairman and Gentlemen: Dean Parks' opening story was so challenging, that I am going to bask in the attention that he has created; and his paper was so good that I should informally say, "ditto," and let him really conclude this rather long afternoon program.

I believe I should make one general statement regarding the students in the section which I represent, and that is they have been rather war conscious since the beginning of the outbreak of the second world war. They have been indignant and have shown disapproval of the acts of aggression. They supported lend-lease to the allies; they

were in favor of all assistance short of war; and then when war came, they were unanimous in their support of our country in the titantic effort in which we are now engaged.

It is rather difficult, as Dean Park intimated in his paper, to be a dean of men, and receive on one hand the recruiting officer, and on the other, the advice that we get to keep students in school as long as possible. I think that possibly that accounts for some of the apathy, or I better not say apathy—let's say one trait that seems to me wholly different from the situation in World War I, and that is we have more boys trying to get out of military service all over the country. I don't think that is particularly characteristic of Tennessee as a state, because it is known as a "Volunteer State," and they have upheld that reputation. We have had a great many enlistments, but we have been told to keep students in school, and sometimes it is very hard to make a clear line of demarcation there.

We ought to add, "until they are needed," and let them work it out with their own draft board as to when they are needed. Some seem to think they are not needed as early as some of the draft boards do, and the policy of the president of our institution, and my own policy, has been to write no letters asking for deferments. I have not written a single letter to any draft board asking for deferment. We leave that up to the draft board to decide.

I think our condition with regard to activities is about the same as has been reported everywhere, with this additional comment; We feel that activities are a part of morale, and the ones we have cut out are the ones that have seemed to be foolish and too expensive anyway. We have kept up those activities that have in them preparation for leadership, the building of character and personality, and preparing for usefulness after graduation. And certainly, if extra-curricular activities have any part in peace, they would have a part in war just the same, and I for one, do not favor, just because we are in a war, cutting out everything else we do, because students are going to substitute something else not as good, if they are left to their own accord to do it.

The National Interfraternity Conference has sent out appeals to form blood banks and that appeal has been met with a willingness to do whatever seems to be necessary at the time.

With regard to scholarship, I think the remark that has been made is very apt, that those interested in scholarship are doing it even better now under the stimulus of war conditions, and those who are not interested are seeking jobs, or if they are still in school, they are even doing worse; and I am afraid that they and the professors are blaming it on the war, which I don't think is 100 per cent true.

We have had a good many open forums in the state, and in sur-

rounding states, and I have more confidence in the thinking ability of the students than has been expressed at various times. It seems to me our students are following the thing pretty closely, and sometimes we ourselves get confused on talking so much about winning the peace. It is the same fellows who win the peace, who have to fight the war, and it is the ones who have to fight the war who are going to win the peace. We can't prepare two sets of students, one to win the war, and the other to win the peace. So, this old talk of getting ready to be the big shot when the war is over and settling everything—you can't do that by studying a book about it. You do it by getting in the middle of things and having experience, and the ones who come out of this crucible are going to be tested by fire, and will be the ones who are going to be the morale leaders of the next generation.

Frankly, I believe that the average student in my section of the country is not interested in fighting a war to preserve the status quo of the world. They are just not interested in the world in that light. The thing that I think they are fighting the war for is to get rid of the killers that are let loose in the world, and that is the duty of every civilized man—to hunt down a mad dog when it gets loose, and it is their business to kill them and get rid of them.

But if they are going to project the British Empire as it exists, if Singapore and Hongkong and Burma are going to be back just like they were, as I see it, our students are not interested in fighting that kind of war, and the number of Anglo-American Nazis that we have in this country are increasing by leaps and bounds, and it is my opinion that the students, when the time comes, are going to slap them down.

The only thing that can inspire a red-blooded man to get out and risk his life is the belief that he truly is creating for himself and his children a new world order and he wants to have some part in that new world order. That is what is motivating the German boys and the Russians. They are the ones who are hitting the licks right now, and we might just as well get our students in that same frame of mind, because as they themselves express it, it is going to be a long and bloody war, and it is going to fall on us probably to strike the last blow. (Applause)

President Corbett: Thank you, Dean Moseley. There is one other report, however, and that is from the West, and Dean Earl Miller will give this report on the far West.

Dean Miller When I received a request from Dean Turner to report to this meeting on the subject of adjustments made by colleges on the Pacific Coast as a result of the war, I sent to 93 institutions questionnaires in which I asked eight questions. I received 73 replies and I have classified and summarized the answers to the eight questions as follows:

1. CHANGES MADE IN SCHOOL SCHEDULES

- A. 26% of the schools surveyed have added a summer session.
- B. 7% of the schools surveyed have changed from two semesters to three semesters per year.
- C. 4% of the schools surveyed have changed from two semesters to four quarters per year
- D. 12% of the schools surveyed have extended the scope of their school year to encompass more creditable hours. (eg. a longer summer session.)
- E. 6% of the schools surveyed have shortened their regular terms.
- F. 45% of the schools surveyed have made no change at all.

2. CONCESSIONS MADE IN GRANTING DEGREES TO MEN ENTERING THE ARMED SERVICES DURING THEIR LAST SEMESTER BEFORE GRADUATION

- A. 12% of the schools will graduate senior men if they have started their last semester.
- B. 12% of the schools will graduate senior men if they have completed $\frac{1}{2}$ of the last semester.
- C. 5% of the schools will graduate senior men if they have completed 2-3 of the last semester.
- D. 9% of the schools will graduate senior men if they have completed 4-5 of the last semester.
- E. 29% of the schools will graduate senior men on the basis of special work (by special examination, correspondence course, etc.)
- F. 33% of the schools make no concession at all.

**3. CONCESSIONS MADE TO GIVE FULL OR PARTIAL CREDIT
TO MEN WHO ENTER THE ARMED SERVICES DURING A
SEMESTER (OTHER THAN THOSE IN THEIR LAST
SEMESTER)**

- A. 14% of the schools grant full credit for the work of the term.
- B. 54% of the schools allow partial credit for work done up to the time of leaving.
- C. 12% of the schools allow special opportunity to complete the work by outside work, correspondence courses, or special examinations.
- D. 20% of the schools make no concession at all.

**4. CONCESSIONS MADE TO GIVE FULL OR PARTIAL CREDIT TO
STUDENTS OTHER THAN THOSE ENTERING THE
ARMED SERVICES**

- A. 26% of the schools make concessions to the Japanese students.
- B. 3% of the schools make concessions to students entering special fields of work, such as the Red Cross.
- C. 11% of the schools make concessions to both Japanese students and those entering special fields of work.
- D. 60% of the schools make no concessions at all.

The concessions made in these cases are generally similar to those described under 2 and 3 above.

**5. CHANGES MADE IN THE SOCIAL PROGRAM OF THE
STUDENTS**

- A. 24% of the schools have slightly modified their program.
- B. 14% of the schools have reduced big events.
- C. 7% of the schools have scheduled events nearer the campus.
- D. 15% of the schools have reduced their social program to a minimum.
- E. 3% of the schools have increased their social program.
- F. 37% of the schools have made no change in their program.

6. ADJUSTMENTS MADE IN ATHLETIC AND PHYSICAL EDUCATION ACTIVITIES

- A. 21% of the schools have reduced inter-collegiate athletics.
- B. 8% of the schools have abolished inter-collegiate athletics.
- C. 8% of the schools have increased intramural athletics.
- D. 18% of the schools have increased their physical education program.
- E. 11% of the schools have reduced the expense of athletics.
- F. 4% of the schools have eliminated night events.
- G. 30% of the schools have made no change in their program.

7. NEW COURSES OFFERED TO PREPARE STUDENTS FOR THE ARMED SERVICES

- A. 93% of the schools are offering new courses.
- B. 7% of the schools have made no change in their previous program.

8. EFFECT OF THE WAR ON ENROLLMENT

- A. 26% of the schools have had a decrease in enrollment between 0 & 10%.
- B. 34% of the schools have had a decrease in enrollment between 11 & 20%.
- C. 23% of the schools have had a decrease in enrollment between 21 & 33%.
- D. 17% of the schools have had a decrease in enrollment between 34 & 50%.

The University of California at Los Angeles is included in the above statistics, but it might be well for me to state the position which my institution has taken. We are granting the A. B. Degree to senior men who have completed at least one-half of the work of their last semester and whose past record, if projected to the end of the semester, would entitle them to be graduated. In addition to this, we have adopted the rule that any man who has completed at least six weeks of work in a semester, and who leaves the university to enter one of the armed services of the United States, may be given credit for the semester in proportion to the amount of work completed. These concessions

also have been made to the Japanese students who left the university because of evacuation orders issued by the United States Army. The decision as to the amount of credit to be given in each course is left to the instructor. My institution does not give any credit for military service and does not make any concessions to students leaving the university to enter any special field of work other than the armed services.

We have not made any significant changes in our program of extra-curricular activities. We believe that it will be better to continue on a normal basis as long as possible.

One war measure which has been taken on the Pacific Coast has involved the welfare of a considerable number of college students. I refer to the evacuation of more than 200,000 Japanese from the war zone which has been established by the United States Army. This war zone runs back from 100 to 200 miles from the coast line and all college students within the prescribed area must be evacuated by April 26. In April of last year we had approximately 200 Japanese students in attendance at U. C. L. A. and when I left to attend this convention only 6 of them were still with us. We have tried to devise ways and means to help these Japanese students, not only because most of them are good, loyal, American citizens, but also because we feel that if they are treated in a kindly manner at this time, they will be better citizens after this emergency has passed. In the course of our efforts to help them we have written to a great many universities outside of the war zone to inquire if any of them would make a place for some of these students. The replies have not been very satisfactory, but we have discovered some opportunities for Japanese students to continue their education. We have also investigated the financial condition of many of our Japanese students and have found that most of them will have to have financial aid in the form of jobs or loans in order to transfer to other institutions. We are working on this financial problem, but we have not accomplished very much as yet. We have been somewhat surprised and also pleased with the attitude shown by our own students toward the Japanese and by the attitude of the Japanese people toward the problem of evacuation. Our American students have not shown any feeling of bitterness or antagonism toward the Japanese, but on the contrary, have been very active in trying to help them to make necessary adjustments. Most of the Japanese students, on the other hand, have shown a very fine attitude in connection with their evacuation. They seem to understand the seriousness of the problems involved and to be anxious to cooperate with our government in every way possible. In this connection, our Japanese gardener, who has lived in the Los Angeles area for twenty years, made a very significant remark when I expressed concern over the hardships imposed upon him and his family. He said "Sabotage, bombing—maybe mobs—best for the Japanese."

In connection with the fraternity problem which has been discussed in some of our meetings, we have found that there have been counter-acting influences at work on the U. C. L. A. campus. Our fraternities have lost a great many members as a result of the war emergency. In addition to those who have volunteered or been drafted into the armed services, we have lost an even greater number to the shipbuilding and aircraft industries which have been offering very high wages to unskilled labor. On the other hand, however, the transportation problem has forced a great many of our students who were driving back and forth from their homes to the university to find living accommodations near the campus. This has enabled our fraternities to have an even larger number of their men live in the fraternity houses than they had in previous years.

Another factor which has helped the fraternities at U. C. L. A. has been the very great increase in the income of the people in our community. Surveys which have been made recently show that the total income of the people in Los Angeles County was nearly four times as great in 1941 as it was in the prosperous year of 1929. This has made it possible for a great many students to afford to belong to a fraternity who would not have enjoyed that privilege in former years. These facts probably help to explain why, in spite of a decreased enrollment, our fraternities pledged more men this year than ever before in the history of the institution.

The net effect of all these developments has been that our fraternities are ending up the 1941-42 school year in a very satisfactory financial condition.

President Corbett: I am going to ask Dean Park and Dean Enyart and Dean Moseley, to come forward and be shot at in discussion. And while you are coming up, I want to introduce this good-looking man here that Fred has brought forward. This is Dean Reed, who was one of the six men who met at Madison and organized the Organization of Deans of Men. (Applause)

Now we have these men before you who have reported for the South, the Southeast, and the far West and the West, and it is some time since Dean Enyart's paper, but perhaps you can recall some of the points you had in mind for discussion.

Secretary-Treasurer Turner: I have a question I would like to ask Dean Miller. Do you have any Japanese faculty members? We have three members of our staff here who are Japanese.

Dean Miller: We had one member of the faculty who was Japanese.

Secretary-Treasurer Turner: I have another question, Mr. Chairman. We followed everybody else here in giving credit to men going into the army, navy or marine corps, and under certain conditions, what can be definitely identified as defense industry. Now, the farmers

are coming along. It is corn planting time. They say, "How about us?" Up to now we haven't done anything for them. Has anybody done anything for them?

Dean Hubbell: They did that in the last war.

Dean Park: We are not.

Dean Miller: We don't.

Secretary-Treasurer Turner: Does anybody do anything for the farmer?

Dean Miller: I might say in that connection, that we are very worried out there on the coast, especially in southern California, about these Japanese moving, for fear we won't have any fresh vegetables to eat. They were doing practically all of the truck gardening there, on a very large scale. But I talked to one of our agricultural extension division men a few days ago, and he said there has been a plentiful supply of American farmers who had come to the front during this period of adjustment, the last two months, and who wanted to take over those leases and farm that land and raise our vegetables, and that we were going to have plenty of vegetables, but they would be a little higher priced, because the American farmers were going to hire Mexican labor to do the work, where before, the Japanese did it themselves.

Dean Enyart: In regard to granting credits, it has been, I think, the concensus of opinion among the colleges of the Southeast, not to give any extra credits, but rather the army and the navy, as I understand it, are having correspondence courses. When those students finish their correspondence courses—we have quite a number in our own institution, two of them transfers from Harvard—we will give them their degrees, but we are not granting any credit at all in our institution, and a number of others are doing the same.

Mr. Rubottom: In that connection, of course those in the navy who get commissions in a probationary status, eventually have to take some work to grant them unlimited commissions without any strings in a special or general service classification, and they would take correspondence courses, or more likely, actual instruction courses. However, there was a direct order that came out just the day I left, which is eliminating all correspondence courses as far as the men who are not in those probationary statuses are concerned. They recognize the fact that a man on active duty doesn't have the time to take correspondence courses, so I don't know what you are going to do with them.

I signed up for a course in naval regulations. It has 14 assignments, and I have barely finished four so far, since the 23rd of November. You are supposed to turn in one a month. I don't even have time to do that, and I am sure the boys who are in more active work than I am, can't even do that. So I don't imagine you will have very many correspondence courses in the navy from here on.

Dean Cloyd: Mr. Chairman, I want to raise this question: Isn't the emphasis on the question of activities one rather of change of emphasis rather than cutting so many of them out? It seems to me that it is necessary on the part of our function to help student activities, social activities, continued, but to reduce the cost, and it is going to call for more ingenuity on the part of the members of these organizations to work out a program of social activity that will help the morale rather than to just say that we will do away with them; and if they are not, as I think Dean Moseley reported, if they are not entertained or if something isn't done to keep your social activities on your campus, they are going to find it elsewhere, and that is the emphasis I have been trying to give at my institution.

The boys think I have been a Scotchman in trying to get them to save their money. I am Scotch to that extent, but I think we have got to watch that; and the question I wanted to bring forth here is that isn't it a question of change of emphasis in trying to get your boys and girls to work out a program of entertainment that is simplified, rather than do away with them, as I infer some colleges have done here?

Dean Enyart: We have allowed our students to carry on their dances in the Student's Union. The students themselves have volunteered this scheme that everybody who comes must either buy a bond or stamps, so that the money which is spent for the orchestra or whatever they have, is offset so that an equal amount will go to the government through stamps and bonds.

Dean Nowotny: I don't want to cast any gloom over this occasion, but we had the privilege of having on our campus last week, Lord and Lady Halifax, and they made this statement, which I think is apropos to what has been said about student morale. At one meeting he was asked some questions about the English students, and I was surprised that there were as many students at Eton, Cambridge and Oxford as there are in Dean Miller's report for example. But this was one statement that was made: That the people in England today are worried about the morale of young people and old people, not the ones in danger spots, your firemen or air raid wardens, but the people who are hovering in bomb shelters, and it seems to me we should do everything we can to gear our activities, social and otherwise, to that. Fred Turner said the other night, that they had a military ball, and instead of sending flowers to the girls, they sent bonds or stamps, which I think is gearing to the war effort. If we sit around and let the kids think of nothing but their own fear—someone said courage is fear that has said its prayers. We should keep at this thing in a normal way and not let them hover and worry about being scared. Don't abolish activities. That is admitting defeat. We need to keep people from hovering in bomb shelters or corners and worrying about this thing.

Dean J. J. Somerville (Ohio Wesleyan University): One thing we have done here in regard to social activities is to work out combina-

tions between the various groups and organizations. Where formerly they had two events, this year the two have gone together and they have one event or three have gone together and the savings have gone either into bonds, savings stamps or refugee program work, and in addition to that, they are trying to use places that are available without renting costs.

Dean Bunn: I want to ask two questions which have to do with comments that were made, but first may I offer the suggestion that probably none of us feel that student activities and their administration have been as efficient as we would like to see them, consequently, the war has the good effect of offering us the excuse and opportunity to do some things or suggest to the students that they do some things that they ought to have done a long time ago anyway. That is my attitude toward the situation—not that we are cutting out activities, but that we are refining activities, and the war is giving us an excuse to do it.

Statements were made by Dean Moseley and Dean Park with respect to writing recommendations, on the part of Dean Moseley, and with respect to draft boards and the relation he had had with them on the part of Dean Park. I was just wondering if those statements reflected the general policies and experiences of the rest of us here.

Our policy has been to write recommendations, and maybe not so much recommendations, but to write statements to the draft boards, in order to present the case of the individual before the draft board, in the hope that they would be able to act more intelligently in behalf of each particular selectee. I don't know whether that is the policy of others or not.

In regard to the other, having to do with the draft boards and relations with them, it has been our experience that we have found draft boards as different as there were numbers of them, and some of them were rather biased toward deferments, without regard for training of individuals in different activities such as engineering and medicine, and as a result, it has not been the best sort of relationship that we might hope to have.

My question is, I am wondering what the experience has been of the other deans, or if the statements that were made reflect the general experience of others.

Dean Moseley: I am glad you mention that, because I really should have clarified my remarks. I was speaking so hurriedly that I didn't get to say the whole thing. We do have that standard questionnaire that we fill out and we send a transcript, and that is made up according to form at the student's request, and then we let the matter stand there. In other words, no personal letter urging deferment goes out from the dean's office or the president's office.

Adding something to what you said about colleges, or what has

been said here, I have asked around, particularly in regard to law schools. I think they are the hardest hit. Practically every law school in the South is just almost without students. The engineering schools are the least affected. That, of course, would indicate that the draft boards are paying some attention to those matters.

Dean Park: If I may reply to Dean Bunn's question, at Ohio State we follow your plan exactly, sending an individual statement to the boards about the students. May I say that we began with the state headquarters, however, and established our procedure with them. They went over our plan and approved it, and in consequence, the local boards are following their recommendation. They have been told, in effect, that if we recommend a student, the chances are 99 to 1 that we have made the correct classification or rather have suggested the correct classification. Consequently, we have had splendid response from the local boards.

Dean Henry Werner (Kansas University): I think the whole question is in regard to the attitude of the local draft board. We have had somewhat the same experience that Dean Park has had, and we have sent down generalized statements to the draft boards concerning any students who were perhaps key students in our organization, and they have accepted them. I think it has done some good.

In regard to this activity business, you might be interested to know that just before I left Kansas University, the breach of some fifty years standing between the sororities and fraternities, and the independent students was healed for the summer at least, when they got together and agreed to hold a joint social program, in conformity with the streamlining and all-out effort for the salvation of democracy.

Dean Croft: I would like to refer back to this question again of concessions to seniors. I get the impression from Dean Miller's remarks that you are granting these as a general rule—the schools in your area are graduating seniors without completing their work, without taking additional correspondence work, providing they finish half of their work or come within one or two or three weeks of finishing. But that means they do no further work, and I get the impression from you, Fred, that you too have been doing it here.

Secretary-Treasurer Turner: We give credit for graduation after half a semester.

Dean Croft: Do you take into consideration the quality of the work?

Secretary-Treasurer Turner: Yes, they have to have "C" or better.

Dean Miller: That was true of all of them, that their records had to be satisfactory. There was a large number who were giving it after half the semester, quite a few who would give it any time after the start of the semester, if they left for the service. But it varied all the

way from having to go at least 14 weeks before they could graduate, down to those who said they could graduate without any.

Dean Croft: I suppose you make no entry on their transcript regarding the fact that they were released early for military service.

Secretary-Treasurer Turner: No.

Dean Croft: That is fine. I have had difficulty at our institution and we, being an agricultural college, have not made concessions to military men because our men in charge couldn't get accurate information. I felt sure that that was justified.

Dean Moseley: I think you make a statement on the transcript. If a man has gone to school long enough for the professor to give him a grade, you mark the grade, but in some instances, he doesn't get a definite grade, so the statement has to be there that the credit was issued because of war service.

Dean Croft: I am wondering what the attitude of the graduate schools will be regarding acceptance of those credits. That is one problem that has come up with us.

Dean Lloyd: There are two ways this might be done, at least. One would be to reduce the number of credit hours necessary for graduation; the other would be to make a gift of extra credits.

Dean Moseley: Last time, a great many students who had graduated, after they got back from the army they were given a gift of the extra credits. It was assumed that they had done work in ammunition trains and in sanitary squads that would at least give them a credit for such things as hygiene for example, which most universities do give credit for, so they just tacked it on and called it "War Credit." That was extra credit.

Dean Lloyd: I wonder if, in our hurry, we are not adopting some sloppy methods in that regard that we will have headaches over. I would prefer better ethics in the thing, to adjust the credits and name them something else, and say that it was granted on this basis. It seems we may be moving a little too fast in the direction of just covering up and clouding the issue.

Dean Bunn: Was there not a plan by the American Association of Colleges to consider this matter and work out a uniform basis? Has anything come of that?

Dean Enyart: It was the consensus of opinion at the Baltimore meeting during the Christmas vacation in January, that credits should not be granted. That was the general opinion, that credit should not be granted unless earned.

Dean DuShane: You may be interested in what we are doing at Lawrence. It hasn't been mentioned yet. We feel credit should not

be given unless earned, consequently any student called by his draft board prior to the completion of a semester, may request permission to take his final examination early. If we feel his record is not sufficient to enable him to do that, or the time is too great, the time that would otherwise be spent in classes is too great, we have told the students that we will refund their tuition. Every student has a chance to either take his final exams and get credit or at least suffer no financial loss from the semester's work.

Dean Miller: All these schools that I reported on, the only place any credit would be given which was not earned, would be in the case of a graduating senior. All the rest are given proportionate credit up to the time they left, at the discretion of the instructor on the basis of what he thinks they have earned by their work and examination. But for graduating seniors who have finished three and a half years and have a record which if projected to the end of the semester would graduate them, a great many of the schools are giving them their degrees with full credit, feeling that they have come far enough along, and that they would not be in any sense, undesirable representatives of the institution if they have a satisfactory record up to that point, even in graduate schools or anywhere else they might go.

Dean Croft: Was that given regardless of their being drafted or enlisted?

Dean Miller: Yes, just as evidence that he has entered the armed service.

Dean Somerville: Does that also include a financial return?

Dean Miller: No. In no case do any of these institutions that I have communicated with give any institution refund if they give credit. If they give no credit, they get a tuition refund.

Dean Watson: In New York State, the State Department at Albany has granted permission to schools to give graduating seniors full credit on and after April 1, regardless of the date they finish school, whether it is half a semester or not. They set an arbitrary date. Or they can give full credit to graduating seniors who were within ten credits of graduation, if the school felt that his military service warranted ten military credits. It is a double-barrelled kind of a scheme which they will approve for state licensed graduates.

At our school we have used only the credit on or after April 15, when they were due to graduate May 6, so we give them a maximum of three weeks' credit if they were otherwise in good standing. It amounts to just not taking their final exams, that is all.

President Corbett: That will conclude the discussion on this subject. Now we have some announcements.

....Announcements....

....The meeting adjourned at five-thirty o'clock....

THURSDAY EVENING SESSION

APRIL 23, 1942

The Memorial Services for Dean Thomas Arkle Clark, held at the Chapter House of Illinois Gamma Zeta of Alpha Tau Omega, convened at seven-thirty o'clock, Mr. Stewart D. Daniels, National Secretary of Alpha Tau Omega, presiding.

Chairman Daniels: I am here very definitely as a pinch-hitter. Our presiding officer, whose name you will see on the program, as John Ruettinger, was chosen for two reasons. First because he is President of the Thomas Arkle Clark Memorial Chapter House Corporation; and secondly because he is an engineer, and an engineer is supposed to get things done on time, and to run programs off on schedule. He left Chicago by automobile about one-thirty, so something must have happened to him or he would have been here.

In his absence, I will try to take over, and do the best job that a pinch-hitter can.

Dr. Clifford Northcott will give the invocation.

Reverend H. Clifford Northcott (Pastor, First Methodist Church, Champaign, Illinois): God of our Fathers and our God, we pause at this altar of fellowship to invoke Thy blessing upon this occasion. We thank Thee tonight that life can be so lived, that it can carry along with it so much of joy and of radiance, and then leaving here, can have down through the years, so much of influence that continues with a radiant glow.

We thank Thee, O God, for the power of contagious friendship, and for high ideals, and for human interest, and for love of man and God. We pray Thy blessing upon all that is done tonight, especially upon the part here of the one whose memory is in the minds of us all just now, and for the years that are to come, when a pleasant understanding fades, look upon the generations who shall call this place blessed as well as joyous, and there may come to those hearts as to ours, a gratitude that shall be unending.

And so, O God, blend our hearts for a while now, in common love and appreciation, and we are grateful to Thee, the giver of every good and perfect gift. Amen.

Chairman Daniels: There are several here this evening that I would like to present to you, people whose names are not on the program. Jack Boggs, President of the Chapter. Then we have with us, Dean Reed, who is one of the founders of the Dean's Association, one of the men who knew Dean Clark well. Will you come up front, Dean Reed, please so everybody can see you. It is indeed a pleasure to have you here tonight. And Dean Corbett, Dean of Men from the University

of Maine, President of the National Association of Deans and Advisers of Men. We are happy to have you here. Will you sit over here please.

John Ruettinger, who was to preside, had prepared quite a speech. I know that because he called me last night and he said he had his manuscript completed for the past week, but he had been unable to find a humorous story to illustrate that side of the Dean's life, and he thought perhaps I might know of some incident that would fit into the picture.

Well, I knew the Dean pretty well, but when I started to thinking about incidents that were humorous, I just couldn't recall any because a good deal of the humor of the Dean, it seemed to me, came from the way he said things and the gestures that went with what he said. And so, after racking my brain for some time, I called Fred Turner, who perhaps knew him better than most of us, and Fred studied for a little while and then said, "Well, I believe one of the funny things that I remember the Dean telling about was an experience he had over in London. A barber was shaving him there, and this barber, it seems took great pride in being able to tell where his customers came from, and their particular occupation, and he lost no time in imparting that ability to T. A.

"He said, 'I think I can size you up all right. Obviously you are from America.' 'Well, you are right that far,' replied Dean Clark. 'I am just a little puzzled as to your occupation, but I think perhaps you are a merchant.' The Dean said, 'Well, I might be called a merchant. What kind of a merchant do you think I am?' The barber thought a moment and then said, 'Well, I am not quite sure. You are a businessman, and I believe you are a dealer in something or other.' Then the Dean answered, 'Well, I have been known to deal in ivory'." (Laughter)

Another man that we are fortunate to have with us tonight, and very honored to have with us, is a man who knew Dean Clark very well, our own President of the University of Illinois, Dr. Arthur Cutts Willard.

President Arthur Cutts Willard: Mr. Chairman, Mrs. Clark, Ladies and Gentlemen: On such an occasion as the present, when the friends and the admirers and the fraternity brothers of a distinguished man come together to honor his memory, it seems to me we realize one of those high points in human experience that holds out for the future an invitation to all men and all women to do those things that the subject of this portrait did throughout his life—to improve the conditions, to improve the standards, and to advance the interests of the students and the faculty at a great university.

We all knew Dean Clark. I knew him rather late in his career here at this institution. He was here you remember from 1886, when he entered as a student, and where he remained continuously—unless

Dean Turner corrects me later on by the statistical evidence that the Dean always has—but I think he remained here continuously until his death in 1932, a period of 46 years—nearly half a century. And throughout that time, Dean Clark did those things for which we are here to honor him tonight, in the very splendid ceremony made possible by the alumni of this Fraternity, by presenting to the Chapter this portrait of the Dean which you will have revealed in a very few minutes.

And so to the University of Illinois, this man's life means a great deal. Dean Clark is one of those men whose record as a member of this faculty, as a member of this staff, will establish one of those traditions for which the University of Illinois is both proud and jealous. We have none too many of them yet. This is a young institution. We have many of our traditions still to establish. But among them there will be no record that will mean more to the graduates and those men and women who were students here when the Dean was on the campus, than the memory of Dean Thomas Arkle Clark.

Chairman Daniels: Another friend of Dean Clark for a great many years, not only friend, perhaps a close associate, who saw him in most all kinds of moods, is now the Dean of Men here at the University, and also Secretary-Treasurer of the Dean of Men's Association. He doesn't need any introduction to the great majority of this group. I am glad to present Fred Turner at this time.

Secretary-Treasurer Turner: Mr. Chairman, Mrs. Clark, Friends of Dean Clark: I am not going to make a speech. I am going to read you a speech. I think there was no meeting of the National Association of Deans and Advisers of Men that all people who were there do not look back on. I wasn't there, but all the people who attended the Gatlinburg meeting said it was the best meeting the Association ever held.

It was held at Mountain Inn. There was no good highway there, and the people who went said they had a hard time getting there. The meetings were chiefly held on the front porch. At that meeting, Dean Coulter of Purdue welcomed Dean Clark into the ranks of the Emeritus Deans, and I think Dean Clark's response to the remarks of Dean Coulter are so typical that it is the best thing possible for us to have here tonight. It is a very short speech, as most of his speeches were. Here is what he said:

"I assure you I haven't any formal speech to make to you tonight. If I had known that I was expected to speak to you, I would have made some preparation.

"I was going out to dinner some years ago, to a formal dinner, where they made speeches. And my wife said, 'Are you going to talk tonight?' You know that tone of voice. I said, 'Yes.' She said, 'Do you know what you are going to say?' I said, 'No'. She said, 'Oh dear, then you will talk a long time.'

"Now, I am not going to talk a long time tonight. I appreciate what Dean Coulter said. I appreciate it as coming from him. I am sure he will forgive this personal reference. A few years ago I took my assistant to a meeting of deans. Coming back, I said, 'Well, who was the best Dean there?' He said, 'Why, Dean Coulter, of course.' I thought he had good judgment, this young man whom I had associated with me.

"I don't know whether I have ever had any of these visions Dean Coulter talked to you about. If I did, I never realized any of those wonders. When I was on the farm, following the plow along, W. E. Curtis, I think, was writing for the 'Herald' about two columns a day, going all over the world, and I thought that would please me tremendously. I had journalism in mind, and you see how far removed from that I am. I didn't even think of going to college.

"I never intended to be a teacher. Circumstances decided that for me. I decided then, that I would be as good a teacher as I could be. I taught composition, and then became head of the rhetoric department. I was getting along very well, had settled down, and was going to be quite happy; the institution was quite small. President Draper was a great man, and, I thought, had many good qualities, and one of the best Presidents the University of Illinois ever had. But he had little patience as a disciplinarian. He found his Waterloo in two men whom he could not manage.

"One morning in 1900, I was called to the President's office. I found him sitting there with a young boy on the other side of the room, both of them in a not very good humor, looking at each other in ways that boded no good. He said, 'Dean, I am going to give you this boy. Do as you please with him.'

"I didn't want the job. I wanted to know why he picked on me. As we two went out together, I said, 'Let's get together son.' I asked him, 'Don't you want to get on?' He said, 'Yea.' I said, 'Then why don't you work?' And he said, 'They have been trying at home and everywhere else to make me work, and I'll be damned if I will!' 'There is only one person in this world that can make you work,' I said, 'and that is yourself, but I will do anything I can for you.' He said, 'I will do anything in the world for anyone who is interested in me, but I will not be made to.' It was that boy who gave me my start.

"I haven't any theories. I don't know whether I have ever had any; I haven't any knowledge of how it should be done. I think I was tremendously lucky. I have never undertaken anything I could not accomplish; I never made any statement to any student that I could not justify. I have known my ground before I went into anything. I have learned a little about people in that time. In that time I have had a lot of joy. I have never been afraid of discipline. The strongest friends I have in the United States in the world, so far as that goes,

for I see them every place, are the boys who have been disciplined.

"As you know, I have been ill, or at least I was the subject of some scientific research. I didn't know how many friends I had, until I got in that hospital. Many of these I hadn't heard from in years. My nurse said she was convinced I wasn't a person of reputable character; I was a gangster, for nobody respectable ever had so many letters as I had.

"You ask me would I go back again? Would I try it over again, if I had the chance? I think it is worthwhile, it has brought me so many friends."

Chairman Daniels: Dean Clark was a great lover of music, although I think he always said his voice wasn't too much to boast about. We are going to have now some of the songs that he liked. They are not A. T. O. songs exclusively, because he liked songs of other fraternities as well, and I think the boys have chosen a medley, including several different songs that they more or less have chosen at random. So we are going to have some music now from our Chapter Choir.

....A medley of college songs was sung by the Chapter Choir....

Chairman Daniels: In 1909, a number of fraternity men got together and organized the National Interfraternity Conference to promote better understanding between fraternities and between colleges and universities and fraternities. The organization has gone along, increasing its prestige from year to year, and we are happy to have with us tonight—especially Alpha Tau Omega is happy because John M. MacGregor, the next speaker, Chairman of the National Interfraternity Conference, is a member of Alpha Tau Omega. The Conference is something which was dear to the heart of Dean Clark, and it seems especially appropriate at this time to hear from the Chairman of the National Interfraternity Conference in New York, John MacGregor.

Mr. John M. MacGregor: Mr. Chairman, Mrs. Clark, Ladies and Gentlemen: If it is true that the Conference was close to the heart of Dean Clark, it is certainly true that the reverse was true.

When Dean Turner arose to speak a little while ago, he had a copy of what looked like proceedings of some meeting. I gave a start, because I thought, there goes my speech, because what I have done is to copy an excerpt from the first speech that Dean Clark made at the National Interfraternity Conference. It was in 1913, and he had this to say:

"Mr. Chairman: A short time ago a recent graduate said to me, 'Why don't you have certain regulations passed at the University of Illinois, with regard to the control of Fraternities?' I told him that I agreed with him, and said 'Those things will be done when I can get the fellows to do them.' I think that a good many of the things that we do will amount to nothing until we can get the undergraduates who

are really concerned to go to the trouble to do them. I get things done through the people who belong to the organizations.

"I believe that as we discuss these things with the individual students and get them to see the necessity of doing things, then we will accomplish things.

"I have been asked sometimes to tell what I thought about the influence of the faculty members on fraternity men. In most cases they are harmless because they do not interfere at all. If you are going to have influence with fraternity men, you have to know them individually. That is what we try to do in the University of Illinois."

I cite that to show a characteristic of the Dean. Now, I have taken the comments that were made on the floor of the Conference at the time of Dean Clark's passing:

"Mr. Chairman and Members of the Conference: We miss a cherished form today. A friendly soul was Dean Thomas Arkle Clark, late Educational Adviser of this Conference. Democratic in spirit, easily approached, Dean Clark was a good listener; and, out of an extraordinarily rich experience, was ready with sympathetic suggestion, helpful advice or sage counsel, when the cause at hand was unfolded before him, whether by college administrator, by fraternity official, or by troubled or questioning student.

"As a writer, he made rich contributions to the literature of college and fraternity life. As a fraternity man, he was a conspicuous leader in Alpha Tau Omega, filling for it controlling offices and bringing to it a wealth of love which enlarged its spiritual stores in countless ways.

"For each of these achievements he won and deserved the highest praise. But his service to the National Interfraternity Conference is that which we desire now particularly to recall.

"He had abiding faith in the college fraternity. He counted its idealism a potent force with plastic youth. Combining in his own personality the college teacher, the university administrator and the fraternity official, he was a friendly and constructive critic of the fraternities, and never, like too many college officers and professors, a carping one. He clearly recognized weaknesses, spent no time in making excuses for them, but constantly sought and suggested remedies for observed fault.

"His personal prestige and wide acquaintance added to the strength of the executive staff of our Conference. Delegates and officers were proud to cite him as a cooperating administrator and many a fellow dean or faculty man was induced to attend our annual gathering, and so helped to a better understanding of our ambitions and aspirations, because of Dean Clark's cordial invitation and his always evident, deeply-seated belief in the educational value of the fraternity. This contact-service was his main duty as Educational Adviser.

"He has been a builder of the office of dean of men, pointing the way to many a university or college which eagerly sought his assistance for their own administrative problems or sent their already selected officials to him to learn from the master. His plans and methods had caught the fancy of the students of the country and his name was a familiar one on every campus, losing none of its potency when, as if with some sense of kinship, he was referred to as 'Tommy'.

"In the University of Illinois, during the entire lifetime of the Interfraternity Conference, he had met, advised with and assisted local and national officers of practically every fraternity represented by its delegates. He had studied fraternities with care and had written illuminating and helpful books about them. From his own rich experience he was able to answer satisfactorily questions on almost any sort of undergraduate problem.

"He was friendly; had a fine fund of humor; showed good common sense. Fraternity workers liked him; listened to him; profited by his suggestions, even if they did not accept all his theories or put into operation all of his proposals.

"So it was a popular action when the National Interfraternity Conference made him its Educational Adviser. A hater of shams in fraternity life, an inveterate foe of organizations under Greek names which were inimical to true fraternity ideals, a friendly spirit whose circle of influence among fraternity leaders was constantly widening, we hail him as an outstanding man in the annals of our organization, and follow him with none but friendly memories as from this fine fellowship of devoted fraternity workers he passes into the lengthening shadows."

Thus did a grateful conference record his valuable contribution to the fraternity world.

The world finds in the truly great man, its match and mate; his measure is "his heart unshaken." Such a man is not anonymous—he is genius who showed the way, which we adopt and follow. From him as a rightful leader, we take our cue. He is the embodiment of a continuous tradition, standing for ideal interest solely, in the subtle intercourse of intellectual endeavor. He knows how to box the compass and makes headway in the direction of truth.

Men live together for better or worse and share in a high birth-right. From time to time one emerges who acts as a ferment—this true man belongs to no particular time or place.

Remembering this man, whose portrait is today unveiled, we can affirm that his life and work are eloquent, moving chapters of the long historical record, glowing in themselves and a reminder that ideals—life-giving emotions—supported by the logic of our own faith, may once more be powerful in reaching for grand conceptions.

Dean Clark was a crusader, as those of us who knew him well realize for clean manhood, for high character, for brotherhood. His fame must abide or there is no justice in history.

Chairman Daniels: Few in our Fraternity are better qualified to speak on the service Dean Clark rendered to Alpha Tau Omega, than the next speaker, the National President. He served with him in many different capacities in the Fraternity. I am now happy to present Mr. Albert A. Wilbur, Worthy Grand Chief of Alpha Tau Omega, from Chicago.

Mr. Albert A. Wilbur: Mr. Chairman, Mrs. Clark, Friends of Dean Clark: Dean Clark gave over a quarter of a century of his life as a National officer of our Fraternity, and he has left Alpha Tau Omega a heritage that we will all be proud of.

One of the greatest privileges of my life was to serve as an officer under Dean Clark. On March 21, 1895, he was Number 1 initiate in this Chapter here. Tonight we have a daughter of the second initiate, Miss West. She is here with Mrs. Clark, and I think it is a real privilege to this Chapter to have the relatives of the Number 1 and Number 2 initiates of a chapter.

He immediately took a deep interest in fraternity life. In 1908 he was elected to the High Council, which is a legislative body of our fraternity, and served until 1918, when he became Worthy Grand Chief, which is the head of the Executive Department of our Fraternity. He served until 1923. On account of ill health he resigned, was immediately put back on the High Council, and served until 1929, when he became Worthy Grand Chief again, and served until 1931. In 1931, he was made the first Educational Adviser of our Fraternity, where he served until he passed away.

Dean Clark exemplified friendship, which is the highest development of civilization. It is a fine, decent foundation stone of our fraternity. He believed in it and lived it in his daily life, and in the passing of our dear friend and brother, it could be likened unto the sun setting in a sunless West, leaving to the world a soft starlight of a glorious career.

Chairman Daniels: Dr. Frank Scott, for many, many years on the faculty here at the University, and for a great number of years a very intimate friend of Dean Clark, expected to be here for this occasion as recently as this week. Other plans made his attendance impossible. He did, however, send this letter which I want to take the time to read to you:

"My regret that I cannot be present at the unveiling of the portrait of Thomas Arkle Clark can hardly be expressed in words, but circumstances over which I have no control make it thus far impossible for me to leave. No one, I am sure, can feel this more than I, for I am

more indebted to him as my teacher, my adviser, my fraternity brother, and my intimate personal friend, than to any other human being.

"I hope something may be done and said on this occasion that will renew among the alumni who knew T. A., that appreciation of his virtues and values to which every man, whoever had contact with him, felt and acknowledged, and that something of what he meant to our chapter, our fraternity, our fraternity purposes and ideals in general, may be impressed upon those who came too late to know him.

"I wish that every member of our chapter would read what was said about Brother Clark in the "Palm" for October, 1932. It is almost ten years since those words were written, but as I read them over, as I have done several times in the past few days, I am more deeply impressed than ever with the truth of everything that is said there.

"T. A. knew men as few have the discernment to know them. As a teacher he knew their weaknesses and their strength and more than any teacher I ever knew, understood the art of helping them to overcome their weaknesses and build up their strength mentally and spiritually.

"He knew more or less intimately, every student who sat before him. He did not stuff them with learning, but drew out of them the best that was in them, and made them recognize their own possibilities. Our fraternities were not to him a matter of sentiment social level or parade. They were like the church, a means by which the highest ideals of manhood could be most effectively achieved.

"No one could have been more loyal to the ideals of our Fraternity than he was, but at the same time he held in just as high regard the ideals of every other fraternity, and his influence among them all was as broad as his own idealism.

"It is an honor to us all here in the home of Gamma Zeta, to realize that there is the permanent monument and token of as fine a human spirit as has uplifted our character, our ideals and our purposes.

"Fraternally yours,

(Signed) Frank Scott."

And now we come to the event which many of you have been waiting for. I think it is an unusual honor and privilege to have with us the one who meant so much to him through the years. Mrs. Clark will unveil the portrait.

... The Chapter Choir sang, as Mrs. Clark unveiled the portrait. ...

Chairman Daniels: Now that we are just about to conclude our program that good engineer that I told you about, has just come in. I am sure that he would like to say just a word to us in closing this ceremony. John Ruettinger, would you come up please.

Mr. John W. Ruettinger: Apologies at a time like this are foolish and needless. A thing like this would have never happened to Dean Clark. He was noted for punctuality. I was late. I am not Dean Clark.

However, he was also noted for his tolerance, and I just ask the audience, and particularly Brother Daniels, for the same tolerance that the Dean would have shown, I am sure.

I had what you might call a prepared speech, but there is no use in giving it now. I had two stories to illustrate the kindness and good humor of the Dean. The good humor one has already been told. I don't think the kindness one has however, because it happened to me. I don't think Brother Daniels knew about that one.

When I was a senior here at the University in September, 1926, I was very suddenly afflicted with acute appendicitis, and I believe it was on Saturday night, as a matter of fact. On Sunday morning, I called Dr. Moss, or had somebody in the house do it. It was the old house over on John Street, and they called Dr. Moss, and after a consultation of Dr. Moss and one or two other doctors, they decided the thing to do was to operate on me right away.

Well, I was pretty much of a home boy, and I thought that this was a big event in my life, and that I might not come out of it. So I suggested that perhaps the Dean ought to be contacted and perhaps he would call my folks at home. So he called my father, and my father was a man who had confidence in men who had judgment, and while he didn't even know the Dean he said, "You are right on the spot, do what you think is best."

So the Dean came over to Burnham Hospital at six o'clock on Sunday evening, and the last thing I remember is that I was wheeled into the operating room, with Dean Clark standing over me with a white coat on, ready to lend any moral support or any other kind of support that he could give to the performance of that operation. And I am sure that the fact that I did recover from that operation quite quickly—I was back in school inside of a week—was due a good deal to the moral support, the handshake, if you please, of Dean Clark.

Now, with that I think I have said enough. Thank you very much.

Chairman Daniels: After this, the benediction, we shall be adjourned. Dr. Northcott.

Reverend Northcott: God, our Father, we thank Thee for this night, and for the rekindling of beautiful experiences of love and of service, and of high idealism. May the high benediction be upon us now, as we seal in our hearts once more, the memory of a good man. Amen.

....The meeting adjourned at eight-fifteen o'clock....

FRIDAY MORNING SESSION

April 24, 1942

The meeting convened at nine-fifteen o'clock, President Corbett presiding.

President Corbett: The meeting will come to order. We had a very busy day of it yesterday, and the indications are that we will be even busier today. Fred has told me that the Army and Navy are here in force, and I am sure that they will have many interesting things to tell us. That being the case, it is suggested that we open our afternoon session at 1:30, and if there is an opportunity to adjourn a little earlier, perhaps we can use that time to better advantage than we can at noon.

Without further comment, we will begin the morning program with reports to the Conference on the Sectional Meetings. The first report will be by Dean Bosworth for the Section on 1,000 to 2,000 students. Dean Bosworth.

Dean Bosworth: Mr. President, Fellow Deans, and Gentlemen: Last night I went back to my hotel room full of enthusiasm and inspiration, after having shared ideas and experiences with the deans from 14 different colleges of about my own size—that is, 1,000 and under, rather than 1,000 to 2000. Then between midnight and three o'clock in the morning, I wrote an inspired report of our meeting—or did I dream that? When I got up this morning, it dawned on me that the problems of the less than-1,000 schools are pretty much our own, and that there were other important matters to come before the convention, and that most of you had already done the necessary sleeping and would not need any particular help from me along that line at this time. And so my masterpiece slid off the desk into the wastebasket.

We did have a good session. We got some valuable ideas from each other, and more important still, we got better acquainted with each other, and we were reminded once more that we are all doing the same really worthwhile job, each one in his own particular back yard, and each one in his own particular way.

We talked about a good many things. We talked about the students whom we had met, who had borderline cases, those who come from the bottom quarter of their high school classes, and we found that many of us were admitting some of these students on a trial basis; that we usually got advance reports of a psychological-score nature on these doubtful cases; and that we did the best we could with them, and that perhaps half of them came through successfully.

We talked about student aid, grants and loans, and we found that it is a common practice among us to declare a moratorium on interest during the time of service in the military branches, but that we did not

forgive the debts. We found that it was a common practice among us to make fairly large student aid grants, scholarships, in effect, and that these are based on the financial need of the student and of his family to a great extent, although the matter of scholastic success also enters largely into that picture.

We talked about what was being done in the way of pre-induction training, and found that there was really very little being done. Ten of the fourteen colleges represented had established compulsory physical education courses for every man in school, upper classmen as well as under classmen, and that the rest of us were offering courses, but not compulsory courses, for the upper classmen.

We talked about the accelerated program, due to the national emergency and we found that more than half of us had added a 12- to 16-week summer term. We found that our experience varied greatly as to the enthusiasm with which this program was being welcomed by the students. Some of us found that students had enthusiastically accepted it when it was first announced, but that when they began to count the cost in time and in money, their enthusiasm was waning. Some of us found that the program gained in popularity as the summer approached.

We talked about civilian defense among our students. Here, again, our experiences varied greatly. Classes in first aid for both boys and girls seemed to be very popular, and seemed to be accepted with enthusiasm and followed through well. There have been programs of salvage in waste paper and scrap iron and that sort of thing. There have been programs of knitting, chiefly among the women.

On the whole, it seemed to us that the women were following through on civilian defense better than the men; that the men seemed to take the point of view that they will carry on now as they have been carrying on, if possible, and that they will make their real contribution later when the time comes.

The matter of black-outs was discussed, and we found that schools on the Coast, where the situation is hot and where ships are being sunk within sight of land—in those schools black-outs are a serious thing and are carried through carefully and effectively and well; but that in the interior, where bombings are not yet a real thing in the minds of students or civilians, little, if anything, is being done.

We talked about the drinking problem which is always with us, and we found that about a third of us still have on our books a very rigid rule against drinking of any kind at any time, in any place within the sphere of the school, of course. We found that others have materially changed that regulation to more nearly correspond with the practices and principles of the families from which our students come, with the general social picture from which they come, and with faculty principles and practice; and we found that most of us who have made

a change in those regulations are finding that there is not an increase in drunkenness or in unfortunate incidents.

We talked about our student counsellors, as to how we are using them and as to how we are training them or trying to train them. We shared experiences along those lines, and found that there is much of great value to be obtained from a student counsellor program. We had a lot of ideas along those lines.

We talked of the matter that was discussed here yesterday—how to answer the question "Why should a boy go to a college of liberal arts now in the present emergency, rather than into some vital industry, or into a technical school?" We didn't get much farther with that than we got here yesterday, partly because we didn't have any new ideas, and partly because it was getting pretty late and everybody was either leaving or yawning.

On the whole, I think we felt that the practice of getting together in separate session with men representing schools of our own size and type was very valuable, because the job of the dean of men is essentially unique with his own institution, or with his own type of institution. I am sorry that I haven't my masterpiece with me. (Applause)

....Dean J. H. Julian, Vice-President of the Association, assumed the Chair....

Chairman Julian: We will have about 15 minutes for discussion of this report. We are ready for questions. Perhaps you covered the subject so thoroughly that there aren't any questions.

Dean Miller: It was said that they relaxed the drinking rules to be in accordance with principles and practices of the faculty. I wondered how far they had to go to do that.

Chairman Julian: Do you have the answer to that?

Dean Bosworth: I think, Mr. President, that the change was made in most instances from a blanket prohibition of drinking of intoxicating beverages to a new regulation which would read something like this: "the possession of or use of alcoholic beverages on college property or in houses approved for student residence is forbidden."

Dean Bunn: In your consideration of counsellors, what characteristics or qualifications do you require and how far do you inquire into the habits and conduct of the individual with respect to this particular point? What are your procedures?

Dean Bosworth: With respect to what particular point?

Dean Bunn: Drinking.

Dean Bosworth: I think there the problem of the small school is very different from that of the large school. In the small school, we will know our individual students more intimately, I think, than you

might in the large schools. Some of us will keep a list of names, starting when they are freshmen—names of men who might be good counsellor material a couple of years later. We will make notes, as they come along, as to scholastic record and extra-curricular activity, personal qualities and so on. Many of them will be eliminated during the first couple of years, and there will remain several whom we want to consider more particularly—say at the end of their sophomore year or in their junior year.

As to drinking—this, I think, is a very important matter for a student counsellor. He is going to try to help incoming freshmen over the hurdles and humps and difficulties of starting in and continuing in college. Certainly in my school such a counsellor should be a non-drinking man.

Dean Paul Culley (Wheaton College): I am interested in the widespread approval that a student counsellor system seems to have, and I would like to ask in what way the student counsellors are tied in with the faculty advisers, if they are working together. Do they work in full coordination, or are they entirely separate? Do they have different fields that they cover, or are they somewhat of an assistant to the faculty advisers for groups, or isn't it a group at all? Also, in the student advisers, do the schools go as far as being sophomores, too, as counsellors for the incoming freshmen?

Dean Bosworth: Some schools use sophomores. I am speaking, of course, for these 14, and more particularly for myself and my own experience. More of them do not use sophomores but limit themselves to juniors and seniors. In my own experience, the faculty advisers and the student advisers are separate. The faculty advisers are able to make use of student advisers if they wish to do so, and many of them do. The student advisers in my institution are resident in the freshmen dormitories. They live with and know the freshmen in their own houses and dormitories.

I have each resident upper class counsellor write a paragraph, a report, a word picture, of each of the freshmen in his house or section, at the end of about two weeks. That gives us a picture of the boy; that also puts the counsellor on his toes. If he knows he is going to have to write such a report at the end of two weeks, he gets pretty busy in getting acquainted with that boy and finding out what he is like. I have him write another report on each of his boys late in the year—in the spring, after the spring recess—and those two reports placed side by side are very interesting and often very valuable.

Faculty advisers and teachers often come into my office and ask about individual boys, and there they get the benefit of the student counsellor program. Many of the teachers and faculty advisers go directly to the student counsellors for help in understanding the individual personalities and problems of their students. But there is no organized, required tie-up between the two systems.

Dean Outley: Thank you, Mr. Chairman. May I ask a little more specifically whether the student counsellors help in any academic advising, to help the freshmen in choosing the courses they want, or are they advised against that?

Dean Bosworth: They are not advised against that. Sometimes they may do a good deal of it; sometimes not. The official advising along that line rests with the faculty adviser.

Chairman Julian: At our institution the official faculty adviser has considerable difficulty in overcoming the advice the student has already had, which is not very good from the student adviser who was not officially appointed, at least not by the University.

Thank you very much, Dean. I think we will have to pass on now, and we will have Dean Shipton's report on the institutions of 1,000 to 5,000. Dean Shipton of Washington University in St. Louis.

Dean W. D. Shipton: Mr. Chairman and Gentlemen: In presenting this report, I am going to try to give you a play-by-play account of the game—I mean the meeting. So, with that in mind the report in places may lack some of the coherence that you might naturally expect.

The sectional meeting for representatives of institutions with 1,000 to 5,000 students was held in the Faculty Lounge, 222 Illini Union, at 9:00 P. M., Dean Wesley P. Lloyd, Brigham Young University, presiding. Approximately 30 representatives attended the meeting.

Chairman Lloyd asked each representative to suggest questions either new problems or problems opened during the various meetings of the day, which he would like to have discussed. **Chairman Lloyd** further asked the Secretary to list the questions.

The questions suggested, in the order in which they were suggested are as follows:

Fraternities in relation to accelerated programs, particularly the summer session.

Provisions for urging students into defense activities.

Continuation of fraternities due to decreased membership.

An orientation program which works.

Orientation in the summer session.

Motivation towards summer session, whether compulsory or otherwise.

Preparation for specific assignment in the armed service and in defense industries.

The future of cooperative houses.

A substitution program where campus politics have been eliminated.

General fatalistic philosophy in the present crisis.

Advisory service in connection with student orientation.

Extra-curricular activities as related to the summer session program.

University facilities available to armed forces adjacent to the campus.

Continuity or articulation of pre-professional curricula, because of accelerated programs, with the professional curricula.

Physical fitness program.

Effect of the war upon the personal plans of students, particularly correlating the immediate and long-range programs.

Effect of the war and disciplinary actions.

Accelerated programs for students of low ability and for students who find it necessary to work.

Student housing in face of reduced enrollment.

If I have made any mistakes in the listing of the questions, I shall be only too happy to be corrected.

Inasmuch as some of these questions relate to the same general problem, and further due to the late hour, Chairman Floyd announced that ten minutes would be given to the discussion of several general problems.

The problem of a fatalistic attitude developing in the mind of the student, as a result of present war conditions, seemed to be a real one in several institutions. The discussion indicated that some students felt that high standards of conduct are appropriate only where a long-time idealism is in sight. It was, I believe, the unanimous opinion that the attention of students should be called to the positive values that present a hope for the future rather than a fatalistic attitude which undermines character and conduct. It was pointed out that the attitude of the teacher plays a large part in the attitude of the student. Chairman Floyd mentioned that the 1942 publication of the American Youth Commission, "Youth and the Future," is a pertinent and helpful presentation of this problem.

The problem of fraternities under present conditions, produced the most discussion. The question of summer rushing was considered first and in the majority of institutions no summer rushing was contemplated. One representative stated that in his institution several fraternities were planning on operating one house but that there would be no rushing and hence no pledging. Another representative asked if such a plan might not be a slow death proposition. The statement was made that some executive officers of fraternities advocated the closing of the

house during the summer but permit open rushing throughout the entire summer. The decrease in fraternity membership, due to decrease in enrollment, presented a serious problem, not only in the future maintenance of houses, but also because of larger decrease in juniors and seniors, a real problem in leadership.

It was suggested that the operation of the house during the summer and hence on a twelve months basis would increase the finances of the fraternity. This would, of course, be true only in those institutions which expected an increased summer school enrollment. Deferred rushing was considered and it was suggested that such a plan would be impractical at this time since it would mean a decrease in membership. This statement would not apply to those institutions which already have the system of deferred rushing. The statement was made that the general opinion of the national fraternity secretaries was opposed to deferred rushing. One representative stated that in his institution the rules had been changed so that fraternities could initiate on the basis of midsemester grades during the second semester. This change was made in order to increase membership.

The problem of advising students in regard to choice of programs was considered. The discussion related largely to the type of program which would lead to military service or actual defense work in complete adherence to the academic program. It was pointed out that such advice should include any variation from the original choice of curriculum. The suggestion was made that the student should stay in the field where his interests and talents lie and not change to some other field merely because of apparently greater opportunities.

The question of a possible time break between the pre-professional and professional curricula was raised. This seemed to be largely a problem of calendar. The question involved the problem of the proper use of the time interval. This problem would probably apply to the student who has his pre-professional work in one school and then transfers to another institution for his professional training.

The final question discussed was that of orientation. In most institutions the orientation program was limited to the first week of the academic year, after which any further orientation was in the hands of the faculty advisers. In a few schools orientation programs were conducted at the beginning of each semester. The orientation program in most schools is handled directly by the Dean of Men or by a committee with the Dean of Men acting as chairman. A credit orientation course for a quarter or a semester was found to exist in only a comparatively small number of schools. One institution reported an orientation program consisting of selected topics and conducted one hour a week throughout one semester. Only a few representatives reported an orientation program in connection with the accelerated summer program but it was pointed out that many summer session programs are still incomplete so that it is too early to make a definite statement.

Chairman Floyd in closing the meeting indicated a very healthy situation since the problems raised were many and the surface was barely scratched.

The meeting adjourned at 10:15 P. M. (Applause)

Chairman Julian: We are ready for questions now. Are there any questions?

Dean Shipton: I am not trying to open up discussion, but I should like to ask the Secretary of the next sectional group meeting, in regard to this summer school rushing, if the schools of larger enrollment are planning a rushing program for the fraternities. I was quite surprised, and I know Dean Newman was quite surprised. He and I discussed this matter, and we were both very surprised to find that we were the only schools in which there would be the actual rushing program for fraternities during the summer. I am wondering if that question was raised in the next meeting, and if so, what were the results?

Dean Donald R. Mallett (University of Iowa): That question was not raised in our section. I will say, for our own institution at the University of Iowa we are having no summer rushing. I can't answer for other institutions of 5,000 and over.

Chairman Julian: May we have a show of hands of how many institutions are going to have summer rushing of students? Hold up your hands. (12 raised their hands)

Dean Miller: What do you mean by that question? Do you mean actually pledging them during the summer session?

Dean Shipton: I mean the beginning of the summer session.

Dean Mallett: Judging on the basis of being enrolled in the University.

Chairman Julian: I assumed that the question is intended to mean to carry on in the summer exactly as they do during the winter year on the accelerated basis.

Dean Gardner: How many of those that voted are on the quarter plan?

Chairman Julian: How many are on the quarter basis, of those who voted? (One raised his hand) I have a feeling, myself, that there are a good many of us who don't know where we are on this proposition. In the first place, at my institution, we have never run but one summer term and we don't know how many students we are going to have in the summer term. We are going to feel our way along and make whatever changes are necessary.

Dean Shipton: One representative pointed out last evening that in his school, they were encouraging the students to enter in September. We are encouraging the students to enter in June.

Dean DuShane: Possibly you might well ask the institutions which have new students on their campus which plan no summer rushing, how they are going to enforce that. It seems to me that any time you get a considerable number of new students you are either going to have legalized rushing or you are going to have an unsatisfactory situation.

Dean Shipton: Well, this question, I might say, involved the actual pledging prior to the opening of the summer session, and not rushing throughout the entire summer.

Dean D. E. Kinsel (Ohio State University): How many institutions are changing their initiation requirements, such as scholastic requirements?

Chairman Julian: How many institutions have made an alteration in the requirements for initiation into the fraternity? May we have a show of hands on that? A lowering in the grade requirements? (4 raised their hands)

Dean Kinsel: How many are going to permit fraternities to initiate during the summer?

Chairman Julian: How many are going to permit fraternities to initiate during the summer? (11 raised their hands)

I reported that we have changed to permit students to be initiated on mid-semester grades in the second semester only. I don't think the Interfraternity Council wanted that. Personally, I don't know how it is going to work out. In our institution mid-semester grades are usually lower than semester grades, because our faculty use it as a club to whip the students into line. I don't know how it is going to work out. I think there are two sides to it. If you can make a student work to join a fraternity, I think you should get him to work even for that.

Are there any further questions? Thank you very much, Dean Shipton. We will pass on to the next report. Dean Mallett of the University of Iowa.

Dean Mallett: Mr. Chairman, I was a little amazed yesterday at Joe Park and John Moseley. I agreed entirely with Park's philosophy that you should start any report in an interesting manner, but I was surprised at the stories they told. It rather perturbed me because apparently I have been associating with the wrong group in this organization. I haven't heard any stories I could tell up here.

I was also somewhat abashed at the keen minds of the two gentlemen who have just made their reports, and also at their ambition. They went home last night and wrote out reports. I went home last night and went to bed. Mine will be purely extemporaneous.

The group of colleges over 5,000 met in room 215 at approximately 8:45. Some of them dribbled in after that. Dean Fisher was Chairman, and for the next hour and a half we had a general gas attack upon the

problems in colleges over 5,000. I must confess that when I got up this morning and began to look over the notes, I felt a good deal like the Negro who was called into court in a divorce action accused of desertion. The judge asked him why he had left home, and he said, "Well, Judge, that woman of mine just talked me to death."

The judge said, "Well, what do you mean?" He said, "Well she talks morning, noon, and night, all day long and all night long." The judge said, "What does she talk about?" The Negro looked at him and said, "Well, Judge, I don't know. She never done said."

Our section was a good deal like that. We did a lot of talking, but frankly I am not sure what we did say. However, we covered certain topics, and I will try to go over those as best I can.

The first question that was raised was, "What provision has been made in the schools represented, for Japanese students who may be transferring from other institutions, and who wish to be admitted?"

I think it was clear that this had not been a general problem which the colleges present had faced. However, where the problem had arisen, there were two general solutions.

First, certain groups of institutions are not admitting Japanese students. The basis for this decision is that the institutions concerned are near war plants, war industries, or various other locations which are vital to national defense. One institution indicated that they were admitting Japanese students, provided they measured up in three qualifications: First, their transcript must be satisfactory; second, the Federal Bureau of Investigation had to give its approval that this individual student was acceptable; and third, that the student concerned was assured of adequate financial support to pursue his educational program at that institution.

We then dropped over to a prolonged discussion of certain problems concerning minority groups on the campus. It was quite apparent that in certain areas of the problem, and in certain institutions, this was a very grave situation at the present time. I think it was the general consideration of the group that the problem of the minority groups is changing, and that when the war is over, we may have certain problems arise which we have not yet had to face.

The third problem we took up is the problem of orientation of freshmen, where you have your freshmen coming in groups of 1,000 to 2,500. Among the schools represented, some of them have a required orientation course; others have a voluntary orientation course. In some institutions the orientation takes place primarily before registration, and in others it is a continuing process, starting before registration and continuing for a period of weeks after the student is officially registered in classes. Where the orientation is voluntary, the problem is one of attendance. How do you get the students to attend your orientation program? It was pointed out that you can bring in the best

speakers you can find and still your attendance tends to drop off as time goes on.

Where the orientation program is required, one of the problems seems to be to maintain a quality of program which merits the required attendance of every student. Some of the suggestions which were offered to help in meeting the problems of a freshman class of this size were: First, to have the upper classmen take part in the orientation program. A number of the institutions reported that the upper classmen do take part in the orientation program. Freshmen are broken up into small units, and these juniors or seniors act as their counsellor and adviser during the orientation period.

Another suggestion was to break the group up into colleges. This is done with some regularity, with each college taking the full responsibility of the orientation of its own group. That means, of course, that in some colleges they have a good orientation program, and in the same university in other colleges there will be no orientation program.

The third suggestion was to have a semi-official announcement sent out along with the admission material to the student, this announcement coming from the Registrar's office, and because of the very nature of its official form it tends to assure the attendance of the students at the orientation program. I think in the institution where this is used, the orientation program takes place almost entirely in the pre-registration days.

The other suggestion made was to use a coupon book with tickets in the book for each session of the orientation program. The tickets can be collected as they come in, and count them or not, as you see fit.

The next question we took up is that of the status of the independent students on the campuses represented, and from the discussion it appeared that the activities of the independent students center around two main hubs: First, the political area, and secondly, the social and recreational area. It was generally agreed that the independent students are a political factor on most campuses. At times they function purely as an independent group; at other times they function as part of a coalition, joining up with certain fraternities or other organized groups on the campus. In some institutions, proportionate representation is maintained in the student government body, so that the political problem of the independent students is pretty much solved, due to the fact that they are sure of equal representation.

In the social and recreational areas, the big problem with the independent students is that of participation. The best answer that seemed to grow out of last night's meeting was that you must organize your independent students around some common ground. One gentleman suggested in your intramural sports, it doesn't make any difference what this common ground is—whether it is first names, places where they live—I suppose you could take color of hair or anything

else. But get a common basis around which you can organize your students for your intramural programs.

It was also pointed out and recommended not to emphasize the team sports in your intramural programs, but rather to emphasize the individual sports, and in your individual sports to mix your independent men right in with the fraternity men, rather than having separate leagues in separate sections.

Then we took up a question which apparently was discussed in the other groups also: What is the trend toward required physical education courses for the men, be they freshmen, sophomores, juniors, or seniors? I think that all the institutions represented said that physical education is required to some extent and in some form, for the first and second year students. At one institution, physical education will be required five days a week beginning next fall, I believe, of every male student registered on the campus. Our Naval representative, an ex-colleague, Dick Rubottom, pointed out that it is possible, through a process of corrective physical education, to correct many of the physical factors which lead to a man being rejected from the armed forces. He even mentioned that it is possible to cure a "June bride" heart. I would suggest that you ask him personally what that is. I think he was a little hampered in his definition last night due to the size of the group, but that is one of the things which can be cured.

It was also pointed out, much to some of the Illinois representatives' displeasure, that the Board of Education of this institution yesterday passed a requirement that not only must all students pass a physical efficiency test—and if they cannot pass it, take physical education courses until they can—but that the faculty at this institution, and the administration, I believe, also, must also take these physical efficiency tests, and I am not sure, but I think take some courses until they can pass them. What about it, Fred? Is that going to hinder the functioning of the University? I would hate to see it tried on some campuses I know of.

The next question we took up is, "What is being done for the foreign students on our campus?" I am not sure that we answered a great many questions in this particular area. It was evident that there are foreign students representing a great many nations still present on our campuses. The point was brought out that in most of the institutions, or a great many of the institutions represented, scholarships are available for students coming from the Latin-American countries. However, in all cases where those scholarships were available, they had not been filled. I think the numbers of those scholarships used is relatively small in comparison with the number available.

It was brought out that at least in one of the institutions the foreign students create a great problem from the standpoint of morals; that that institution was inclined to feel that the foreign student was not necessarily a desirable citizen of the campus.

Then we went into a brief discussion of the whole program of upper classmen acting as personnel counsellors. This has been worked with a great deal of success in certain campuses. I believe one campus is trying out a new program, using the members of Phi Eta Sigma as counsellors, after they have had an opportunity to mature and develop. They feel that this may develop into a worthwhile program. However, it is still in the experimental stage and no definite conclusions could be drawn. On many campuses, both academic and non-academic problems are handled by upper classmen, acting in conjunction with the personnel offices.

It was pointed out that a program of this nature isn't always sugar and cream. It is entirely possible for a great deal of harm to be done to a freshman student through upper classmen counselling, if the counsellor is not properly trained.

Then, in closing, one question was raised, and the group which I represent would like to recommend to the Program Committee of next year that something of this nature be fitted into the program at that time—the question of handling cases of—I believe the term used is “peculiar behavior.” Included in that were such problems as homosexuality, psychiatric problems, extreme disciplinary problems, and that type of thing. It was felt that we need a discussion of that in our whole group, to find out how other people are handling those problems, and what is the best method of meeting those things as they arise.

In closing, I would say that the group I think was unanimous in feeling that this might be the last meeting for some time of institutions of 5,000 and over, and I would like to say that if it is the last meeting for a while of institutions of 5,000 and over, that I personally feel it was the most successful meeting of this particular group that I have attended. I think we really took our hair down last night and got at some problems and talked things over in a very fine manner.

(Applause)

Chairman Julian: Was the feeling that there might not be any more meetings of 5,000 or over because of the physical fitness of the dean of men, or the registration?

Dean Mallett: Mr. Chairman, that wasn't brought up. They were discussed at widely separated intervals, and I am not sure there was any particular carry-over in the minds of the men present.

Chairman Julian: I thought the institutions, not only of 5,000 but all the institutions, might adopt the same resolution that the Illinois Board did, and that might have a very bad effect on the deans' meeting. I hope not. Dean Turner, will you read this letter that you received?

Secretary-Treasurer Turner: This letter came in this morning: “I am sorry but at the last minute it is going to be impossible for me to attend the annual meeting of the NADAM because

of illness. I had been looking forward to the meeting for a long time with much anticipation. Please express to the meeting, if you wish to, my best wishes for a most valuable conference."

That was signed by A. C. Zumbunnen, Dean of Students, Southern Methodist University of Dallas, Texas.

Chairman Julian: Now, is there any discussion?

....Discussion off the record....

Dean Gardner: I haven't heard covered in this discussion this idea that some of you have developed of these defense or war bond efforts to raise money, and then turn it into a fund for returning soldiers. I would like to have Rea, here, tell us for just a moment what they are doing at Michigan. Michigan has been doing something, I understand, and I understand some of the rest of you have.

Chairman Julian: We will be glad to hear from the University of Michigan.

Dean W. B. Rea (University of Michigan): This is quite a departure from the previous topic, and I am rather hesitant to talk about what we are doing at our own institution. This question of morale was pretty well shredded yesterday afternoon, and at the risk of making it even more threadbare I would like to say that we have been very

concerned about the idea of maintaining activities, particularly of a social nature during this emergency period. That is, it is our feeling that planned social activities are practically as important to the student body as to the men in service, and we have operated on the basis of business as usual, and entertainment the same, with the aim to tie in these social activities with the various defense projects. It has worked out quite well so far.

I am interested, too, in learning that the other members of the group are actually going to do—whether they are going to curtail their social activities or whether they intend to permit them to be continued throughout the present circumstances. Now, our students instituted recently what they call the Bomber Scholarship Fund, the idea being to raise \$100,000 to go into the purchase of savings bonds, which money would ostensibly be used for defense purposes. The bonds, when redeemable, would constitute a scholarship fund which would be available to ex-service men, with certain restrictions, of course.

Now that was very warmly received by the students on the campus. In fact, it was conceived and organized by them. We have raised in the past month approximately \$4,000. Fraternities and sororities and dormitories and other groups, giving parties, have added a special assessment to their cost, which has constituted in each case a contribution to this Bomber Scholarship Fund. They have re-emphasized their parties to some extent with respect to costs, but they have made

this contribution. They have also conducted campus sales of defense stamps. Their last one sold about \$800.00 to \$900.00 worth of stamps. And that has worked very well—the tie-in between the social activities and the defense projects. It seems to have been very well received. We have had some promises of contributions from alumni and others.

I just wondered what you folks are going to do with your social programs—whether you are going to continue them, and in what way. We have talked about cutting down name bands. Do you plan to carry on as usual, or are you going to use local bands, and in case of fraternity dances use recording procedures or radios instead of orchestras? What is the general trend? We talked about it a lot yesterday, but personally, I may have missed the boat, but I didn't catch the definite decision.

Chairman Julian: Thank you. Before we have a show of hands on that question, we would like to hear from Dean Thompson from the University of Iowa.

Dean C. Woody Thompson (University of Iowa): Right after Pearl Harbor one of our law students conceived the idea—I think it was his fiancée who got the idea, and he took credit for it—of collecting a sum of money each week from the students, I think it is a dime a week from each of the students, in organizing a fund that can be used similar to the Michigan fund. Maybe Michigan has three times the student body. This sum is growing, and it is being contributed to more or less regularly by our students. Many of our student organizations are backing this weekly contribution. Many of our fraternities are assessing a weekly contribution on their house bill and paying it in.

It has been named the Phoenix Fund, and will be used as gifts and aid to students who return from military service. We have been quite thrilled by the way the thing has gone over, because of the enthusiastic responses received on the part of men and women on our campus—that is, student men and women. Fraternity groups, non-fraternity, every kind of group, has contributed, and our local student defense council has made it its No. 1 program for pushing, and our women coeds have pushed it very definitely, and now the faculty is contributing, and I think the Service Clubs in Iowa City are going to contribute, the exact sum of which I can't guess. I think we have passed the \$1,500.00 mark now, and it is being invested, of course, in defense or war savings bonds. It has been one of the very enthusiastic programs of this year on the campus. I cannot, however, answer the other question as to what will happen to our social program.

Chairman Julian: Thank you very much. Do you wish to speak on that before we have a show of hands?

Dean Mallett: I attended a social meeting the day before I left the campus where we discussed the same thing you had regarding big name bands and cutting down the price of tickets and so on, and we came out with just exactly nothing. As far as I know, we will go

on in about the same way we have been operating from the standpoint of social program. I should say we did cut out four all-university parties, but part of that was forced on us due to the shortness of the school year. There are not enough weekends. I am not sure how much we can blame on the defense efforts and how much was an absolute necessity.

Chairman Julian: In how many institutions has positive, definite action been taken to reduce the social program? May we have a show of hands? Positive, definite action for this purpose?

Dean Hubbell: Positive, definite action is a very hard definition.

Chairman Julian: That is what I wanted to make it.

Dean Hubbell: Would you include in that where you encouraged it?

Chairman Julian: No. I mean where some action has actually been taken. (12 raised their hands) In twelve institutions, definite action has already been taken to reduce the social program. Now, then, we will come down to Dean Hubbell's question. In how many institutions has some action been taken to encourage the reduction of social affairs, both in number and in magnitude? (24 raised their hands) In how many institutions has no action of any kind been taken up to this time? That doesn't mean there won't be some taken in the future. But up to this time, what institutions have done nothing? Hold up your hands, please. (One raised his hand) Does that answer the question that was asked about this matter?

Dean Bunn: How many have increased their social activities?

Chairman Julian: We will have a show of hands on that. How many have increased their social activities due to the situation? (2 raised their hands)

Thank you very much, Dean Mallett. I think we have arrived at the end of our time.

Dean Park: May I suggest a variation of this proposal to raise money for scholarships? Our student center discussed the possibility of beginning a campaign for contributions from the student body, but felt that it would be a seasonal affair and probably would start off with a rush and then drop off. They decided to have the Board of Trustees add a dollar to the tuition each quarter and put that aside as a fund for scholarships, thus assuring themselves of about \$10,000 a quarter at the present rate, toward such a fund.

Chairman Julian: In the State University of Ohio the students have assessed themselves a dollar a head for the purpose of establishing a loan fund—is that it?

Dean Park: A scholarship fund for ex-service men.

Chairman Julian: We have arrived at the end of our period for

discussion of this paper, for which I am very sorry because I think a great deal more can be brought out. Now we will have a report from the Section on Student Employment by Dean Nowotny, University of Texas.

Dean Nowotny: Last night Fred did something that I liked very much, when he read a speech or part of a speech that Tommy Arkle Clark made at the Gatlinburg Convention. I hope I am not digressing too much, Mr. Chairman, when I say that many people, particularly old-timers, might wonder why there hasn't been a letter or telegram from Vic Moore. Well, I will tell you, he is really a sick man. He did mention the names of some people he wanted me to greet for him personally, including all the men who have attended at least 10 or 12 conventions.

Vic is here in spirit, although not in body, because he is really a sick man, and I offer that not as an apology but as an explanation. But that Irishman has some qualifications that mean a lot to me. As far as I am concerned, as a youngster in this business—and I have got a long way to go, as you will agree—I have learned all I know from that man. I think it was Steerforth who said to David Copperfield:—"Please remember me at my best." I am going to remember him at his best, and I hope his best will be back at the next convention.

Now to get back to my report on the Student Employment Section. There were eight of us present, and we didn't represent very many schools. We didn't pass any resolutions, but the main topic was the effect of the accelerated program on student employment. If we are going to force engineers and science majors to stay in college this summer, or make it pretty tough if they don't, where are they going to get that extra \$300.00 or \$400.00 that they usually make in full-time summer employment?

Well, we found out that two-thirds of the people represented here come from institutions that have loan funds that are just bulging over. Earl Miller has \$100,000 that hasn't been touched, and fortunately at our University we have had a lot of codicils added to wills that have made us the beneficiaries, and we have never got to the bottom of the barrel in our loan funds. I think that will be an answer for more funds, and Dick Rubottom told you yesterday about some yeoman going into the service at \$165.00 a month. I think a man going into a job like that is a good risk to loan more money to, and I think that increased loan funds and increased scholarships will take care of a lot of situations.

Then, we also agreed that it was difficult to fill the jobs that were now available. In Urbana, Austin, Texas, or Columbus, Ohio, there are filling station men and others being drafted, and a lot of these organizations find it necessary to break jobs into four-hour shifts and less. That is going to increase the number of jobs in all areas—at least those that were present last night.

Then we got off on the subject of N. Y. A.—what should be our attitude about N. Y. A. We agreed not to present any resolution, because we are not members of the Resolutions Committee. We had some resolutions presented to us from Michigan, and some from Ohio State, in which it was indicated that the majority of the people in those areas were in favor of continuing the N. Y. A. as it was, and maybe ask for an increase to cover the summer school. Well, most of us present last night felt it wasn't quite honest. If you had all the jobs that you needed on your campus and couldn't find boys to fill them, how could you defend asking the government to continue N. Y. A., without curtailment, or even increase the N. Y. A. funds?

It is very easy for a college president or somebody else to say, "Well, you write a letter to your Congressman asking him to increase the N. Y. A. or keep it as it is. Let him worry about that thing." But I like to believe that the \$100,000 that the University of Texas spent on N. Y. A. this year, at least part of that, could be spent for better purposes. That is my honest feeling about it, and I think this committee last night felt about like this: that the N. Y. A. should be curtailed, or continued in college only to assist students who are training for necessary defense work.

We could defend that and agree on it, because we felt there were enough part-time jobs and loan funds and other things to take care of most of the needy cases. I don't know what your action is going to be on the floor. You may tear me limb from limb.

The other thing that was mentioned was the part of the part-time employment official in coordinating the full-time placement, and there again you have different problems in an institution of 1,000 students than you have in one of 10,000. In an institution of 1,000 students, you probably have a senior class of 300 or 400, and it is possible for the dean of men to know every one of those seniors personally and know their daddies and mothers and know everything about them, and they can do a good job of placement. Of course, right now is no time to worry about placement, because an engineer isn't safe on the streets, if he is classified as 4-F. You can't find people to place. But we are talking about the long-range view, that it would be smart for an alert dean of men to try to give service to the industrial and utility organizations in your state or in the area that your institution serves, by at least offering a coordinating agency to all your college officials and to the personnel managers of industries that will make them want to come to your college and institution and to solicit and interview your seniors. And in our opinion, the institution that isn't alert to do something about placement work for seniors and graduates, and that dean of men is a little bit asleep at the switch who doesn't do something about at least helping to coordinate that work.

I do not mean to have a high-powered centralized official to do all the placing for the entire University. That would make for poor teaching, would make for poor personnel work—but to be an officer who can

coordinate that placing activity, so that when a man comes to your campus and he wants to interview, for example, young women for secretarial positions, engineers, or accountants, he doesn't have to go to a dozen places. He can get one official to help him make the interviews for that particular visit.

Chairman Julian: Thank you, Dean Nowotny. For the sake of the record, I think it would be a good idea to have a show of hands with reference to the financial situation in the various institutions. In how many institutions, through the medium of the loan funds and the student aid that is available on the part of the institution, is the financial situation so satisfactory that N. Y. A. is not needed? (6 raised their hands) In how many institutions is there the feeling that the N. Y. A. should be continued? (23 raised their hands)

How many institutions feel that it would be all right to reduce the N. Y. A. allotment?

Dean Bostwick: You mean for the whole country, or sections?

Chairman Julian: I presume that the N. Y. A. Administration would settle that matter. That has been discussed a great many times, and they always say they can't sectionalize it. Let's have the count on that again, for those who say it is all right to reduce the N. Y. A. allotment. (20 raised their hands)

Dean Congdon: In those institutions where the funds are so flushed, shall we say, are they able to grant loans or aid for other than tuition?

Chairman Julian: Dean Miller, what about that in California? Are you able to grant loans for something beyond tuition?

Dean Miller: Our tuition is not very much. It only amounts to \$60.00 a year, \$30.00 a semester, and we make loans much in excess of that.

Chairman Julian: What is your limit? Do you have one?

Dean Miller: We don't have an actual limit. The loan applied for, however, is only around \$50.00 or \$60.00 a year, on the average. But we make a good many loans up to \$250.00 or \$300.00. We have a combination effect. We have a surplus in the loan funds. That meets its natural limit in the fact that we go into an interview with each boy and girl, and we do not loan to a student more than he or she actually needs. That is a matter of sound practice. We could encourage them to borrow and have plenty of funds, but we don't do that. But on the N. Y. A., we have a surplus of part-time jobs available in the community, and we just voluntarily cut our use of the fund down from \$10,000 a month which they offered us, down to about \$3,000 a month.

Chairman Julian: A little bird who claimed he had inside information on the N. Y. A. said the net result for next year was actually going to be an increase, because the basis of allotment of funds would

be on the basis of enrollments of last year, and we aren't going to have as many students next year; therefore we are going to have more instead of less.

Dean Bunn: In connection with this discussion of employment and loan funds, and the N. Y. A., it seems to me there is another consideration that should come before us at this time which may be of even more importance, particularly as it pertains to the N. Y. A. or some subsidy, if you want to call it that, of that kind. The military forces—and I think we will be apprized of that this afternoon—are working out programs and are particularly eager that those individuals who are not financially able to go ahead with college education shall not be deprived of training which will permit them to become eligible for certain phases of military training. Those individuals cannot always take advantage of the jobs that we are holding for them. In our own institution we have curtailed our N. Y. A. about 20 per cent or a little more than that, but we have only been able to fulfill two-thirds of our quota.

Nevertheless, there are still needy students, and quite often those needy students are the brilliant students. I think it might be wise for us to consider, because of the interests of the government, proposing some situation whereby the government, through scholarships—because no institution has sufficient scholarships—they might use this money which is available and which is not being used for jobs through the N. Y. A. procedure at the present—might use that money to encourage and make it possible for these excellent students to go ahead with their training, and thereby assist in this war effort to an extent that would not otherwise be possible.

Chairman Julian: Would you be interested in making a motion that that be referred to the Resolutions Committee for presentation?

Dean Bunn: If that is the procedure, I so move.

Chairman Julian: Is there a second?

....The motion was regularly seconded....

Chairman Julian: It has been moved and seconded that this matter of the suggestions by Dean Bunn be referred to the Resolutions Committee for consideration, and if they deemed desirable, report with their other resolutions. The proposition as I get it, is this: that the suggestion be made that since the need for N. Y. A. funds for actual employment in recompense for services rendered seems to be lower in many institutions, that the questions of outright scholarships by the government be granted from the funds which are not needed for N. Y. A. employment. Is that a correct statement?

Dean Bunn: Yes.

Dean Thompson (Iowa): I would like to comment on that point. Those of us who meet the dental and medical, pharmacy, and engineer-

ing students, being under this accelerated program, although we can offer him part-time work, many of them do not know how to solve the problem of the matter of tuition. At Iowa, \$15.00 a semester is given, and I think some such aid as that for the boys now forced under the accelerated program will certainly be justified. In the six years that I have worked with the matter of loans and student aid at Iowa City, I have never seen the amount as large being asked for on the part of medical, dental, pharmacy, and engineering students. They simply cannot go out and make enough during the summer year, and our program doesn't subsidize them adequately.

Dean W. P. Lloyd (Brigham Young University): At a recent meeting of the College Work Council in Utah, this same problem came before us. I think most of us were somewhat favorable to it. At least we were, at first. The difficulty we faced was that there is a very sensitive attitude in national circles about the N. Y. A. becoming anything but a work program. It is not a gift nor a grant, and we may run into exceptional difficulties in attempting to change its original basis. I am not certain that I get John Bunn's interpretation of that. But if that is it, we had difficulty in attempting the same thing.

Dean Bunn: A word of explanation. I think the point brought out here about the accelerated program is certainly important. I am quite sure that the present N. Y. A. program as passed by Congress would not permit the procedure that has been suggested. I am not at all in favor of the present N. Y. A. program as it is administered because I think it tends to set up a dual type of education, and of course we all know that the American Council of Education has just recently produced a very important brochure discussing that particular point, and very intensely going into the whole matter and strongly recommending that the whole procedure come through Mr. Studebaker's office, in order that it be administered as such other educational matters are administered—through the states and the localities.

But my point was that this is a departure from the present philosophy with respect to N. Y. A., and whether it is N. Y. A. or what it is, I don't think it is important. The point is, here is a philosophy and here is an idea that we have got to take into consideration at the present time, and it is just as good government investment towards the war efforts in many cases as an investment in some of our defense industries, and that would be the way I would look at the whole proposition.

Dean Congdon: I think it is always dangerous to appear in the guise of one giving advance information, but I think I should report what Dr. Lund of the Office of Education reported to a large group in our area last week; namely, that the recommendation of the War Commission of the A. C. T. that loan funds do become available for loan sources for students who will not be otherwise able to continue with the accelerated program had at that time been placed before the Director of the Budget for approval, and he expected that very soon there

would be a bill presented to Congress making such funds available for loans, with very small interest, and repayable later on the installment plan, to any students who wanted to follow the accelerated program but who otherwise would not be able to follow the program. That is from Dr. Lund of the Office of Education.

Chairman Julian: Are you ready for the question? As many as favor, make known by the usual sign. Opposed? Let's have a standing vote. As many as favor the motion, please stand up. (21 arose) As many as are opposed, please stand up. (14 arose) The motion is carried.

Secretary-Treasurer Turner: I would like to introduce Lieutenant Fred Hall, who comes out of the St. Louis Naval Office, but we claim him as a faculty member up here at the University of Illinois because he is up here all the time. He is a Yale man who has certainly taken close hold on the campus here. He lives in fraternities all the time while on the campus and he is a great friend. At the far end of the room is Verne Kretchmer, who is Manager of the Illini Union.

....Recess....

....President Corbett resumed the Chair....

President Corbett: The meeting will please come to order. We are a little behind schedule, and we want to ask you to convene again at 1:30.

We are sorry that the Sage of Charles River is not with us, but he has sent a representative of that very unique institution, who I think will do his best to hold up the traditions of M. I. T. We have had a problem before us as to what our youngsters should do as extra-curricular activities, and I think Mr. Arthur Watson is going to tell us about something that is a little bit unusual in the way of extra-curricular activities. He is wired for sound and light and plumbing and all the facilities. I hope they work all right. Mr. Watson. (Applause)

Mr. Arthur Watson: Thank you, Dean Corbett. Dean Turner and Gentlemen of the Conference of Deans: I am sure that Dean Lobdell is sorry he can't be here, and it is only because our Commencement ceremonies begin tomorrow that he is absent.

In the first place, I don't pretend to be an expert in hobby shops. As a matter of fact, I have never seen any, and only indirectly have heard of a couple, besides the one at M. I. T. That one just grew like Topsy. Most of my ideas in regard to hobby shops and hobby shop students are after thoughts—the result of taking account of stock after four years of muddling through, as you might say.

We started in the fall of 1937. I think the idea came originally from Dr. Vannevar Bush, then the vice-president of the Institute. Dr. Bush wanted to provide a hole-in-the wall where students of inventive instincts could feel free to go to put their own ideas into three dimensions. It was expected that the appeal would be largely to freshmen

and sophomores to whom the shops of the professional courses are not accessible.

I was commissioned to see the thing through. The first step was to get together a group of students interested in craftsmanship—a group of potential Franklins. I had been teaching English classes, and practically all my recruits were former students that I knew would cooperate with me. That is one reason the first chapter of the Hobby Shop's history was successful.

I started with a group of 10 or 12 boys, a small space of not more than 200 square feet, and a thousand dollar appropriation. With the boys advising me, I bought machines and ordered the service installations. Friends in other departments presented tools, and that helped considerably, as the appropriation went very quickly. The boys went right to work setting up machines, building benches and shelves, and exercising their ingenuity throughout. Probably this beginning was the saving grace of our experiment.

As time went on and more boys became interested, I thought it might be well to have an organization to perpetuate the idea of student responsibility, with the students taking care of the shop policies and activities and considering the shop as their own. The boys did not respond to the suggestion. "We are getting along all right," they said. "We're having a good time and are good friends. We are accomplishing things. Why start something new when everything is perfectly all right?"

That happy-go-lucky condition went on for a while. But in the fall of '38 we had a series of accidents. One boy cut his finger on the circular saw and had to have three stitches taken. Next, two of the boys decided that mixing plaster by hand was too slow a process and that mechanical stirring by means of the drill press would be desirable. As a result there was a tremendous shower of white plaster all over the Hobby Shop. Finally, one morning a deep gash mysteriously appeared in the vise of our milling machine.

I was disturbed about this last accident. I tried to find out who had caused it and how it had been done, but was unsuccessful. Finally, the student who was the natural leader of the crowd appeared, saw the gash, and was greatly excited. This was his machine. This was his shop. He did some investigating, but couldn't find out who had done the deed. So then his only answer was, "Let's organize." Since that time, we have had quite a strong and reasonably independent student organization.

That is the way the shop has been all the way through. I have stood by, and the students have regulated their own destinies. The growth has come through opportunities seized. The great benefit of the growth is that young craftsmen have been able to get together and develop whatever organizational ability exists in the group. Craftsmen

generally are individualists—potential Franklins very much so.

We have no classes or formal instruction. Until the draft troubled us, we had a young machinist in charge of the shop full time. He was a great pal of the students, and he gave instruction or advice when it was wanted. But on the whole the shop is an informal, free-and-easy place. When one of the students has a problem regarding a certain operation, a huddle generally results. The boys rush to the focus of attention, give advice, and something always comes out of it. This is one of many ways that these individualists are profiting by the organization and by the spirit we have in the shop.

I will tell you a story to illustrate this point. We received as a present from one of the departments an old fashioned lathe. The machine was not in working order, as one of the important gears had lost a tooth. The boys were pleased with the gift, however. They set up the lathe, and decided to make a new gear themselves. Two of them went into a huddle. I went past them as they were huddling, and said, "Can I be of any help?" They told me politely I wasn't particularly wanted. So they went ahead and made the gear. But they counted holes rather than spaces on the dividing head, and the gear came out with an extra half tooth. They tried again, of course, and the last attempt came out all right.

That is the way we do things. I think a great deal is gained through the boys being given the opportunity to test their initiative and resourcefulness, and to learn from one another and from experience.

Now let's have some pictures, and, as my comments will be very informal please interrupt me any time you have something to ask.

(Slide) This is the none too imposing entrance to the shop. It is down in the basement and probably Fred Turner will tell you that he was surprised when he went down there. We have a pretty fine Institute and you would naturally think the Hobby Shop would be the most modern place in the world, with the finest equipment all scientifically arranged. Instead, it is very much like a cellar workshop at your home, but on a larger scale.

(Slide) This is one end of the carpenter shop. I speak of carpenter shop, machine shop, and so on. All of them are in one large room about half the size of this hall, but we have different sections in which the machines and tools are grouped. In addition, there is another large room which is our photographic darkroom. There were two things I wanted to show you here, the result of student ingenuity. One is the bottle rack, which one of the boys spent much time in planning and constructing.

Also, you can see the plane rack, with the planes standing on the shelves. There are grooves in the shelves to take care of the blades. On each plane there are the letters "H. S.", printed in red. We devised

a system of having all the tools in the carpenter shop red, all those in the machine shop green, and so on. We had "H's" painted on all of them. As you come in the door, the first thing you see is the plane rack, and originally it was covered with red "H's", until one of the boys said, "That reminds us too much of that place called Harvard." So we had to change "H" to an "H. S".

(Slide) This is a spontaneously posed picture in the machine shop. One of the boys climbed up on a machine to get a better view of things. In the background, right about in the center, you will see a little electric furnace. This was made by one of the boys for annealing the sheet copper we used in metal spinning. He did a great deal of mathematical calculation to get a certain controlled temperature in the furnace, and asked for a certain type of refractory brick. The completed furnace has seldom been used. If somebody wants to anneal copper, he simply takes the blow torch. But at least the furnace-builder had some fun and satisfaction.

As for forging, we have a good anvil and a professional set of forging tools, but for the forge itself we have simply a pile of bricks, and there again we have student ingenuity. Each boy thinks he knows how to construct the forge better than the other fellow. When he wants to do some forging, he piles the bricks up according to his own scientific method. He sticks the blow torch in here, and he puts a bunsen burner in here, and he does an excellent job of forging. The next boy comes along and tears it all down.

(Slide) This picture gives us a good general view of a part of the shop. In back, where the boy is peeking out of the door, is a dust-proof room where we have gem grinding and book binding equipment and also a bench for paint and varnish jobs.

(Slide) This is in our printing shop. The students print their Christmas cards, calling cards, and stationery. A good many student organizations print posters, theatrical programs, and so on. This particular picture shows the gang in the act of publishing their weekly newspaper called the Tech Hobby. We are just finishing our second year of the newspaper, devoted solely to Hobby Shop news. It is generally a one-page sheet, and it takes the boys, a group of 4 or 5 of them, about 8 or 10 hours to set the type by hand and do the press-work. I think they do pretty well to dig up interesting stories about the shop activities and get the paper out as often as they do. We have averaged about 8 or 9 issues every 15-week term.

The newspaper crowd never concerns itself about the paper until some time on Saturday, and then has to start from scratch without even an idea for a story in mind. As a result, each issue is a tour de farce, ending often as late as six o'clock Sunday morning. I have tried urging the students to systematize the project and prepare and do some of their work ahead of time—but to no avail. "There wouldn't be any fun," they say. And after all, if they weren't staying around the Hobby

Shop until six in the morning, they would be staying out all night somewhere else. The crowd is quite serious about the Tech Hobby, and no issue has failed to come out on time once it has been started.

I brought some of the copies of the Tech Hobby with me. If any of you would like to have them as souvenirs or to look them over, they will be here after my talk. The boys this week are getting out a four-page issue. They are trying to show me they can do something big when I am away; also, we have just instituted a new kind of color screen process, and they are quite anxious to try it out. Goodness knows when they are going to finish the paper. It will be some time Monday morning, I am afraid.

(Slide) This picture shows one of the shop leaders working on a pair of stroboscopic lamps for high speed photography. It represents the best type of shop project, for this student, a very fine electrical gadgeteer, assembled a group of freshmen to build the lamps, and, through his push and his friendliness, succeeded in turning out an excellent product. Professor Edgerton, who developed at Tech this light-source for high speed photography, is a great pal of the shop students, and he contributed the necessary parts and advised on the circuit.

(Slide) This high-speed photography, showing the breaking of a light-bulb, was the first taken in the shop with our stroboscopic units. A mechanical device caused the units to flash at the moment of impact between the rod and the bulb. The exposure was about 1-300,000 of a second.

This picture leads to the subject of Technology's Open House, held generally once every two years. It is a day when all the laboratories are open, when special exhibits are put on, and swarms of people from greater Boston attend. The Hobby Shop students take a prominent part and stage an elaborate and varied show of their own. One of their best stunts at our last Open House involved the use of this lamp-breaking device and the stroboscopic units. The apparatus was placed in a huge box about six feet long, six feet wide and a foot high, mounted on a table. Visitors were asked to put their cameras in the open end of the box and thus take their own high-speed photographs of the bulb-smashing. The group of students who ran this particular show had a busy and hilarious time of it; some 300 bulbs were smashed during the day.

(Slide) A student is here building a volt-ohmmeter of several ranges. It has always been my policy never to buy anything for the students that they can build themselves. When there was a demand for electrical measuring devices, I bought two foundation meters, and the students designed and put together the circuits.

(Slide) We have had many miniature gasoline engines built in the shop for model airplanes and model motorboats. Most of them have been built from published plans, but the one in this picture embodied

an original design on the part of the builder. It ran beautifully when its master controlled it.

(Slide) This is an uncompleted miniature Diesel engine, left by a student who graduated last spring. The student had all the will-power and initiative in the world, and his mechanical ingenuity was demonstrated not only in the Hobby Shop but also in his professional courses. He was independent too, and although one of his professors tried to discourage him from attempting to build a Diesel on a miniature scale, he was bound he would make the experiment. The unfinished model is a beautiful job of machinery, much admired by all who see it, and I regret it was not completed, as I feel there was a good chance that the student might have succeeded in getting the results he wanted.

(Slide) The student shown here brought his great-grandfather's sea chest into the shop for refinishing. He decided to paint a picture of a ship on the inside of the cover in accordance with the old usage. It was one of the rare artistic projects we have had.

(Slide) The mathematical demonstration shown in this slide brings up another important phase of the Shop's activities. My chief job at Technology is developing museum exhibits, and the shop serves as our museum workshop. While most of the exhibit work is done by staff members and employees, the students themselves have contributed a great deal on a voluntary basis. One student designed and built the demonstration shown here, representing the generation of a hyperboloid. When a button is pressed, the straight diagonal steel rod in the device on the left and the curved steel rod in the one on the right both spin around. The flashing of a stroboscope multiplies many times the images of the revolving rods, and the methods of generating a hyperboloid by the straight-line and by the curved line become quite clear.

(Slide) This diorama of an old New England pottery is one of a pair of dioramas built in the shop for our museum. They both were on exhibit at the World's Fair. The students showed a great deal of interest in the building of these dioramas.

(Slide) This is a diorama of the Sandwich glass factory, mate of the pottery.

(Slide) Our biggest problem in the building of the glass factory was representing the bricks of the walls, floor, and chimneys. After many futile experiments, the problem was solved when one of the boys made the grooving tools shown in this slide. The tools look like rakes, as you see. You will notice that the frames were made out of scrap from our junk pile, but the spacings between the teeth of the rakes are accurate to within a thousandth of an inch, and the cutting-edges of the teeth are ground with great care to a uniform curvature.

(Slide) This is the miniature glass press which is a part of our glass factory diorama. Its fine workmanship will be appreciated when it is realized this machine is only six inches high. The student who

made it worked from a patent drawing, and its moving parts are so accurately machined and balanced that one could actually make miniature pressed glassware with it.

(Slide) Another occasional activity for the Hobby Shop students is the cooperation they give me when I am called upon to put on an exhibition of one sort or another. The slide shows a part of a scientific booth which we set up for a Book Fair in the Boston Garden, our largest arena. The students enjoy the hubbub of an exhibit, especially when they can demonstrate and explain. The fact that there is a personnel and an enthusiasm available eases many problems.

(Slide) Here is a slide showing a little experiment we have tried in teaching the right and the wrong way of handling certain tools. Of course, this student in the picture would surely lose a finger if that circular saw were running, and the cut-off piece of wood would fly into his face. He is showing everything possible that could be done wrong.

(Slide) The man shown here is cutting the same piece of wood in the correct way, though he has the appearance of carving a turkey rather than of doing a bit of wood-sawing. I don't think many boys would go through the performance of taking all the precautions shown here, but the point is to discourage them from playing with such small pieces of wood on the circular saw. It is curious how shy the students are of doing any hand operation, and they are certainly ingenious in their efforts to figure out how to do automatically or by machine some little job that would take them three minutes with a hand tool. They will spend fifteen minutes in the figuring-out, and another fifteen minutes in arguing with the others about it.

(Other slides shown)

This completes my black-and-white pictures, but I have a few colored ones I should like to show you. While we are waiting for the gentleman to change the cameras over, I should be glad to answer any questions.

Dean Bunn: Where is the shop located?

Mr. Watson: It is in the main school building. At Tech, practically all the laboratories and classrooms are under one roof, and the shop is located there.

Dean Bunn: What are the qualifications to get in?

Mr. Watson: There are no qualifications. Any student is welcome. Some of the boys have keys,—those who are high up in the organization and who are trustworthy—and they come in nights and Sundays or whenever they wish to.

Dean Cloyd: What about students being hurt?

Mr. Watson: We haven't had many accidents. I am keeping my

fingers crossed. Of course accidents are always possible. We have gas and oxygen, and quite often I have gone in and smelled the gas. The circular saw and the band saw are not baby machines, and we have high voltage. About all we can do is instill in the students a sense of responsibility.

Dean Park: How do you defray the cost?

Mr. Watson: That is done by the Institute. We have an annual appropriation. Also, the student organization has its own fund. They pay 75 cents a year. They spend some of their money buying extra equipment, some of it for parties, or things that contribute to their own club projects.

Dean Culley: How many boys actually participate in that work?

Mr. Watson: In the club itself we have about 75 members—that is, boys who pay dues. In addition to those we have all sorts of transients. We have some thesis work going on, and also some repairing. I should say there is an average of about 10 or 15 boys who use the shop every day for about an hour and a half each.

Dean Culley: Do you allow any boys to use it for money-making work?

Mr. Watson: No, we don't allow that. There was one boy using the darkroom quite a bit, and I finally took him to one side and asked what he was doing. I found he had quite a photographic business in his home neighborhood. That is the only time the question has come up.

Dean Linkins: Do I understand boys can come in there any time without any supervision at all?

Mr. Watson: There is a man in the shop who is hired to supervise the shop. He is there from 9 to 5 every day. But the boys who have keys are permitted to come in any time they want, and of course those are students who know the game. I let them bring in their friends if they wish to, knowing that everything will be all right.

Dean C. W. Knox (Ohio University): Do you keep a record of their activities so you can use that as a matter of reference?

Mr. Watson: Yes. Quite often a boy has proved his worth in the shop, and this has helped him in getting a job later on. I keep in touch with our Placement Bureau.

Dean Stratton: I have been interested for a number of years in having a Hobby Shop for the engineers in Philadelphia and they have been impressed. They do that in painting and sculpture. I would like to know, is there any means for developing their artistic ability?

Mr. Watson: We haven't made any real efforts in that direction. The Hobby Shop students are of the practical sort, and most of them would shy away from anything that could be called artistic. We have

had a few students interested in book-binding, and for a while we had two architectural students who went in for stained glass under instruction from a member of the staff. Does that answer the question? It isn't that I have definitely tried to discourage artistic hobbies as it is that such hobbies have not seemed to suit my particular crowd. There were so many other activities I wanted to push.

(Slide) These are some kodachromes that one of the students took. This shows the newspaper being printed.

....A number of colored slides were shown, illustrating various parts of the Hobby Shop, which were similar to the black and white pictures previously shown....

Dean Culley: Some of our students are interested in a combination of artistic and technical work—that is, the preparation of models that we used to get from Germany and Japan, models used for medical schools and so on. I wonder if you can suggest where we can get information about working in plaster and modelling.

Mr. Watson: I have never gone into any modelling or plaster work. I don't think I can answer your question. We have made mathematical models, but they were all made with strings for the surfaces. Are there any other questions?

Dean Cloyd: I think you said sometimes you get a boy from the Dean's office who recovers himself in the Hobby Shop. Do you ever get a boy who spends so much time in the Hobby Shop that he has to go to the Dean's office?

Mr. Watson: All right, you win; it has happened.

It has been a great pleasure to have this chance of telling you something about the Hobby Shop. Thank you very much. (Applause)

President Corbett: We thank you very much, Mr. Watson, for coming and talking to us. It certainly is a new idea for some of us, at least—keeping our students busy on something that is worth while.

....Announcements....

President Corbett: The meeting is adjourned, to reconvene at 1:30.The meeting adjourned at twelve-fifteen o'clock....

FRIDAY AFTERNOON SESSION

April 24, 1942

The meeting convened at two o'clock, President Corbett, presiding.

President Corbett: The meeting will come to order. We are a little behind time. We said half-past one, but the program says two o'clock.

I think we are very fortunate in having so many of the army, navy and marine officers represented this afternoon to talk to us, and I hope that they may be able to answer some of the questions that you have of what we can do to help in their work.

I will introduce Commander Huntoon, who is to give the first speech this afternoon, and he will perhaps introduce his staff as he wishes them to speak. Commander Huntoon. (Applause)

Commander F. C. Huntoon (Director of the Office of Naval Officer Procurement, New Orleans, Louisiana): Mr. President, General Hill-dring, Gentlemen: The subject given me this afternoon is of such magnitude that we had to call in generals of the army, the marine corps, and a whole staff of navy experts. These men, I am sure, will appreciate your heckling them. I know that that is the only way we find out answers to our problems.

It is an honor to be here. It is a further honor to share my particular part of this program with the gentlemen who have come from Washington.

Gentlemen, I am not here to tell you that we are in a dirty, slugging type of war, a war where no holds are barred. Our opponents never heard of the Marquis of Queensberry. This is to the finish. To finish it as quickly as possible, we need leadership. We get leadership from officers. Officers must be trained, and therefore must come from schools. The higher institutions of learning are the sources of officer material. There are two phases to the navy's drive for officers. One is the V-1 program, which will be discussed later; the other is the program where we take people who have graduated, people in their junior and senior years at the present, make them officers.

Time is essential. Nobody is going to wait for us. The navy does not have time to properly train their officers. Therefore, we must come to you gentlemen, and seek your support. It goes without saying that we have it, long before I even mention it.

There are three things that the navy requires in its search for officers. One is a college degree or its equivalent, and I am not now speaking of the V-1 program; the second is physical condition; and the third and last is ability as measured by success in civilian life.

There are probably a great many of you who have been approached as I have by candidates for commissions, who say, "The navy turned

me down physically. I can't understand it. I can do my work in civilian life, why can't I do it for the navy?" The answer to that question is briefly that in civilian life, if your health goes bad, that is your problem or your company's, if they have some plan. In the navy, if you serve thirty days or longer, you are a ward on the government the rest of your life if you go bad physically.

The navy tries to protect the taxpayer's mounting bills, by declining the services of those applicants who cannot meet the rigid physical requirements.

I said we wanted trained men. We have to have, roughly, 45,000 officers each year for the next few years. That is a lot of officers. They are to be used mainly to replace sea-going officers who are now on shore duty. The younger ones are to be given a short course of training and put afloat. It might interest you to know that through various ports, in these United States, as many as two ships a day are being equipped with officers and men and made ready for our coming offensive.

The officer personnel must keep pace with the material that is being turned out. The only way, I repeat, that we can get even partially trained personnel, is to come to you gentlemen. I know that the V-1 program and what General Hildring has to say later, is of far more interest than anything I can say now. Therefore, I turn the rest of this program over to my colleague, Dean Barker, from the Navy Department. (Applause)

Dr. J. W. Barker (Special Assistant to the Assistant Secretary of Navy):

As Commander Huntoon has said to you, the navy needs officers now, but it will continue to need officers for a very considerable period of time, depending of course on how long this crisis continues. There is only one way that we can discharge our duty to our government and to our people, and that is while we are hoping for and planning for and working for the most rapid possible successful completion of this war, we must at the same time take the long-range point of view, and lay all our plans on the basis of it being a long war. There is no assurance that this war can be finished the only way we will permit it to be finished—in a short time. Therefore, the Navy Department some time ago called together a group of college presidents and college faculty people, and discussed with them methods by which the trained personnel in our colleges could be most rapidly and most effectively brought to bear upon our problem of furnishing officer personnel for the navy.

Out of those discussions, there grew first of all, the V-5 and V-7 program which was announced quite some time ago. That was the first step in a long-range program, and on the 21st of February, at the University of Chicago, I had the privilege of announcing the second step in that program, the V-1 program of the navy, which provides for

the enlistment of men in their freshman year, in the long-range program, in their freshman year in college, who can pass the navy physical standards, and the retention of those men in college for the equivalent of two calendar years, provided of course that they meet your academic requirements.

During the spring of their second calendar year, those who remain after the normal academic attrition, are to be given a comprehensive examination, and from the results of the national ranking of that comprehensive examination, 35,000 men are to be chosen in two units. 20,000 are to go into the air corps, that is the air branch of the navy, who volunteer therefore, and who can meet the more exacting physical requirements for flight, who will then, upon completion of their second calendar year in school, go to the pre-flight schools first, and then through the normal program of training for aviation cadets in the navy. 15,000 of that 35,000 will be selected to continue in college to become general deck and engineering duty officers.

As Commander Huntoon has said, these are the young men we are looking forward to as the specialists, as the deck officers and engineer officers, to go with the fleet at sea.

In one respect, the navy is a bit more fortunate than the army. Our program of personnel procurement can be plotted, shall we say, a bit more precisely, for the rate at which ships can be built, and the rate at which planes can be built, and the interval when they will be ready and when we must have the personnel ready to man them, can be laid down far more accurately, far more precisely shall we say, than with the more rapidly produced type of material, which is the armament of the army. The army therefore has a very much more difficult problem than we do, and we can lay out our program very definitely in stages, and know that even though great efforts are made to speed up, there is only a certain percentage speed up that is even humanly possible, given every facility that can possibly be brought to bear upon it.

For instance, take the question of a battleship or aircraft carrier. From the day the keel is laid down, we know within a period of less than thirty days, just when that ship will come down the ways, just when she will be commissioned and ready to go to sea, and so it is perfectly possible for us to lay out the procurement program and the training program, so that the material and personnel meet at the last minute that is possible to meet and prepare that ship or that plane or that squadron or whatever it may be for active duty.

With that in mind, the navy has laid out this schedule. The older engineering graduates, and general college graduates who are joining up through the office of Naval Officer Procurement in our various districts, will handle the problem now, but the problem of a year from now, two years from now, three years from now and four years from now, as this ship building schedule is laid out, this program is designed

to meet it. It is contemplated, therefore, that these men who shall pass in the top 15,000 of volunteers for general deck and engineering and specialist duty, shall be permitted to continue in college as long as they maintain the academic standing that you gentlemen require in your various institutions for the completion of their college program, providing of course all the time, that the exigencies of war permit. That exigencies of war is a very smooth phrase to cover a very nasty problem. No matter how carefully we lay out this program, we are bound to have battle losses. They can be calculated with some degree of precision, but when it comes to precisional measurements, that precision is still pretty low, and it may be that the situation would turn so that we would have to call these young gentlemen from their academic careers, to more immediate service. So, in any of the statements that are made, it must be borne in mind that although we say we hope to be able to permit their continuance in college to their baccalaureate degree as long as they meet your academic standards after passing this comprehensive, still the clause is there, that subject to call by the Secretary of Navy in case the exigencies of war demand it.

So, there is the general V-1, V-5 and V-7 plan, which are the component parts of the same program. I am authorized to say that hereafter, all of the specialist groups in colleges—I am talking now of the engineer, E-V (S.), or the ordnance, O-V (S.), or the aviation, A-V (S.), or our constructor corps, CC-V (S.), or the civil engineering corps, CEC-V (S.),—etc., all of those officers will be obtained through the V-1 plan after this academic year, and there is no other avenue to commission in the navy for the college man, except through the V-1, V-5 or V-7 program.

I said that our V-5 program would require 20,000 men a year. That is for the college group. That will not meet our aviation pilot requirements. The navy's aviation pilot requirements will run to about 30,000 pilots a year. We are looking to get 20,000 of them through the V-1, and then into the V-5 program on volunteering; but we must have more than that, and consequently, the Secretary of the Navy has just recently announced—it was in the newspapers I believe on Friday of last week—that high school graduates will be taken into the aviation program of the navy. They will have to go through precisely the same training, the flight school, the pre-flight school, the reserve aviation base, and ground school, and then to Pensacola for the intermediate training, and then to our various aviation stations for their advanced and operational training.

I think I can give you just a picture of the difficult side of this problem, both for the army air corps and for ourselves, when I say that experience in this war so far has shown that young men between 19 and 22 or 23 years of age, make the best fighter pilots. They have it when they are in the pink of physical condition. They have the quick reaction to stimuli, their nervous time reaction is low, I mean low in seconds, fast in speed, and they have the stamina and endurance to

withstand this problem of fighting ships at high altitudes.

I think I am correct in saying that the army is going to need 120,000 pilots a year. We are going to need 30,000. That is, roughly, 150,000 a year. Ask yourselves, Gentlemen, how many young men turn 18 every year in the United States, and then apply to that number that turn 18, the percentage figure that can pass flight physicals, and you see just exactly the problem that the armed services have and will face in this nation.

It means that we must of course separate out, utilize these younger men for the fighter pilots, and take the somewhat older men—of course they are still youngsters—for the bombardment, patrol boats, observation, and so forth. The manpower of this nation is not unlimited, and we must face that problem squarely, so that there we are—the two services standing together with plans for the procurement of their personnel, the navy with its V-1, V-5, V-7 program for the college men, divided between the deck and engineering officers and the air officers of the navy, roughly, in the proportion that those officer personnel will bear to the general numbers of personnel within the service. And we come to you, as Commander Huntoon said, looking for your support, and your willingness to help us train these young men so that they may go forward, either in the army or in the navy, those who are physically qualified, to officers commissions, those who are qualified for flight training, to pilots' commissions, in order that we may produce the best army and navy that this country can possibly have.

Thank you. (Applause)

President Corbett: Thank you, Commander Huntoon and Dr. Barker. Dr. Barker is very much at home in college atmosphere. I can say that he is Dean of the College of Engineering at Columbia University and Special Assistant to The Assistant Secretary of the Navy.

I think we will save our discussion and questions until we have heard our speakers. As I told you earlier in the day, a number of changes are necessary in the program, and we have another serviceman to speak to us for a few minutes at this time, Captain John V. Sandberg of the United States Marine Corps. (Applause)

Captain John V. Sandberg: General Hildring, Dr. Barker, Ranking Officers and Gentlemen: It is a pleasure particularly for me, to be here today for two distinct reasons. In the first place I always welcome an opportunity to come back and visit my old school; in the second place, more important in these times, is the opportunity to tell you gentlemen about the job we have to do in the Marine Corps.

I can't think of a group before whom we would like to get our message any more than to the group assembled here today. I would like to explain for those of you who may not know, that the Marine Corps is an adjunct of the navy. We are known as the "Soldiers of the

Sea," the military helpers, and are called upon by the navy to perform various functions.

We too have a big problem in officer procurement. During February and March of this year, there was a group of liaison officers assigned by Marine Corps headquarters to visit the leading universities and colleges throughout the country. They spent a few days at each campus, publicized their visits and I think in the majority of cases were able to interview all of the eligible young men.

Because the Marine Corps is a small organization—our present strength is slightly greater or slightly in excess of 104,000, but we too are getting bigger and are going to be even bigger—we cannot keep these men in the field the year round. Spring, towards the end of the school year, seems to be the most advantageous time, consequently these men were out for a few weeks, around the various schools, a total of two months, and then were called back to various line duties.

That does not mean, however, that there are no longer opportunities for college men in the Marine Corps. We are still looking for men who are enrolled in college from freshmen through seniors to line up for the officers' candidates class. These men will be earmarked so to speak, will be given an opportunity to finish, and obtain their degrees, and the government of course, just as they do in the Naval Officer Procurement program, reserves the right to call these men in advance of that time if conditions deem it advisable.

These men are earmarked to complete their college careers, and then at some time in the near future, following graduation, are called into the service.

I might suggest to you that if any of your men come to you at your schools, and ask you about commissions in the Marine Corps, for one thing we are going to see that you get material outlining the requirements in detail, and I won't take time this afternoon to go into that; but I would say that if you find you do not have information sufficient for those inquiries, that you send them to the nearest recruiting district headquarters. There is one in practically every large city in the country, and tell them to report to the officer in charge there and ask for information regarding the candidates' class.

We too are looking for men who are physically qualified, and because of the many rigorous duties Marines are called upon to perform, our men have to be in particularly good physical condition.

But just because these liaison officers have returned to field duty, I still want you to realize that we are looking for officers, and whenever you get any, send them in to the nearest recruiting headquarters. We will take good care of them.

Thank you. (Applause)

President Corbett: Thank you, Captain Sandberg.

We are fortunate in having with us, Brigadier General J. H. Hildring, Assistant Chief of Staff of the United States Army, and I will now ask him if he will say something to you. (Applause)

Brigadier General J. H. Hildring: Mr. Chairman, Dr. Barker, Gentlemen: I have only a very short part of this program. You have already listened to the navy and the marine corps. My main purpose here is to fill out that defense picture as the other member of the team, and to tell you gentlemen, by my presence, that we are all in on this program that is being discussed today.

We in the army, like the navy, feel sure that we will be dependent in the years to come, on an infusion into our officer corps each year, of a liberal and a certain number of college educated men.

Our requirements in officers, as Dr. Barker has already stated, because we are a larger service in numbers, will obviously be great. In the year 1942 we will have a requirement of approximately 120,000, a larger number next year, and for the duration of this war, an annual requirement of officers somewhere between 120 and 150 thousand.

We have in the ranks of the army today approximately 350,000 men in the educational level between high school graduates and college graduates. It is from this pool that we are at present drawing our major needs in officers.

However, we foresee a need for the preservation of college men in the event of a long war, and whatever our desires in the matter are, and regardless of our plans to quickly bring this unpleasantness to a successful conclusion, our plans must contemplate a long war. It is against the need of future years, '43, '44, and '45, that we are asking the assistance of the colleges in producing for us the number of college educated men that we will need as material for certain positions in our officer corps in the years to come.

Briefly, our plan is very little different from the navy's. I think there is no discernable difference between the plans. Unfortunately, I am unable at present to give you the full plan. Next week, there are meeting in Washington with me, 25 American educators, representative of the colleges and universities of the country. They will talk over with us and with the navy, with Dr. Barker, the details of this plan, so far as they pertain to the colleges and the universities, and we hope before long, we hope within two or three weeks, to be able to make a final and specific announcement of the complete army program.

Because of the, not critical, but acute need of our army air forces for aviation cadets, we are inserting their program ahead of the final announcement of the complete army program, and that is the feature of the army program that I would like you gentlemen to listen to this afternoon.

In his remarks, Dr. Barker spoke of one matter, one item in which

the navy had the advantage over the army, and I agree with Dr. Barker that that is true. However, I have in mind one item in which the army for the moment has an advantage. Dr. Barker, though he was too modest to say so, is the representative of the Secretary of the Navy here this afternoon, to fill out the solid front that I mentioned a moment ago. He didn't intend to do any work, and he didn't intend to make any speeches. But unfortunately, his working member didn't arrive. In that particular, the army has the advantage now. I have my working member here, and I would like to turn the work over to him.

I would like to introduce Major Ayling of the Army Air Forces, who will discuss with your consent, the army air force aspect of the army pre-induction program.

Thank you. (Applause)

Major John G. Ayling: Gentlemen, Dr. Barker: In order to get through this with some speed, and get to the vital end of it, I have prepared this thing so as to run through this highly factual information which we want to throw at you, so you will know exactly what we are faced with.

I am here to talk to you about one of the most serious problems America faces in its conduct of the war. It is a problem that concerns us all—as Americans. And it is a problem that concerns us particularly as advisers of younger men. For this is a problem of youth.

President Roosevelt announced last December an enormous increase in aircraft production. That announcement made it apparent that an even greater expansion would be necessary in the highly trained personnel which alone can make these planes effective. The extent of that expansion has never been made public.

To keep any fighting plane in the air requires some fifteen to twenty men on the ground. And every bomber must be staffed by a flying crew consisting of both officers and enlisted men.

The Army Air Forces therefore face a problem that is literally titanic. In the next two to three years they must enlist approximately a million highly trained, physically fit young men to officer and man this huge new war armada. And more than two hundred thousand of these young men must be qualified officer material.

A large number of the officer candidates must come from among the men now enrolled as undergraduates in American colleges and universities—for the obvious reason that such men are by age, training and natural aptitude best qualified to meet the demands of the flying service.

This does not mean—and it should never be taken to mean—that the interests of the Army Air Forces and the interest of America's colleges and universities are in any way divergent. The Army Air Forces recognize the value of college training—to the student as an

individual, to the nation as a whole, and to the Army Air Forces. Similarly, we recognize the importance of America's educational system and the vital need of safeguarding it during these troubled times.

The Army Air Force Aviation Cadet program which we are going to discuss with you today is a part of the Army Enlisted Reserve Corps program.

It has two ends in view:

1. To set up a reserve of qualified flying officer material in America's colleges and junior colleges which can be tapped each semester as succeeding classes approach graduation.
2. To allow students to continue their education through graduation or for as long as the necessities of war permit.

And now I should like to take a little of your time to show you how pressing are our needs and how serious a problem they present.

(Chart) We have to take into consideration on aviation cadets the problem that men must be 18 to 26 years of age, and have at least a high school education or its equivalent. Specifically, this plan must take into consideration the immediate problem of recruiting from classes graduating from high schools and colleges during May and June of 1942, and where possible, attempt to help with the recruiting of men already in other walks of life.

To evaluate properly the nature of the job to be done, it is first necessary that we analyze and examine carefully the present requirements of the air corps. Now, our requirements for the next two years are 223 to 230 thousand of approved physically and mentally qualified applicants for aviation cadet training.

Now, you have heard a lot about boys washing out. I want to clarify that one point now. As an example, you take a class entering May 1 of approximately 9,000 men, and graduating in January of 1943. We end up with 4,800 to 5,000, or approximately 54½ per cent.

Those men, however, are not lost to the service, because when we take them into our reception centers, they are again classified as to what they are best fitted for, and given their aptitude tests. We carefully analyze their technical background and they may become bombardiers, navigators or pilots. They all start off on that basis, and through the care exercised in the training, we discover that certain ones haven't quite that coordination or something up here, which we are not able to define, which makes them pilots. They then go through our ground training of engineers, photography, meteorology, armament and communications. So, when we get down here, we have left, about twenty per cent.

Now, those twenty per cent are not lost entirely. Probably about half of those will not be officer material or would not be good material

for officers' candidates schools. But those men then go into the officers' candidate schools for mess supply and administration training. So, out of the men who come in, nine out of every ten fit into that picture somewhere.

Just bear in mind the one thing we are trying to tell, that a man does not have to be a super-man to be an aviation cadet. Parents feel that.

At the present schedule, we will qualify in the next two years out of that 230,000-odd men, 150,000 pilots, navigators and bombardiers. Now, obviously, that 230-odd thousand cadets in the period of 1942-43 calls for a close analysis of the number of potential air corps cadets now available, the number and importance of various classifications of potential air corps cadets such as pre-college students, 18-26, pre-high school students, over 18 and less than 26, and high school and college students now out of school, 18-26.

Now, here is an interesting thing that Dr. Barker brought up. Let's find out what the facts are. We have all ceased, both in the navy and in the army, being theoretical, because we are faced with very grave facts, and it is all-out from now on.

In the United States, between the ages of 18 and 26, there are ten million men. Bear in mind, the only new potential are those men who are 17, becoming 18 during the year. That is for the next year, which amounts to a million, two hundred and fifty thousand, and that holds good for your 16 year old boys and your 15 year old boys who some day we will have to take through this continued educational program. But bear in mind that that is the only untouched potential.

Now, these ten million men, they may be in the army, they may be in the navy, they may be deferred for dependents, they may be deferred because of occupation in defense industry, or they may be physically unfit. I want you to bear in mind that one figure of our present potential. That is the number. However, there are only $4\frac{1}{4}$ million of those men who have had high school or equivalent of a high school education, and your biggest potential is here in the 18 year old bracket which runs around 580,000. And you ask, why does it fall down in the 26 year old, to 380,000? Well, this was a depression period, and your education development and facilities for training men in high schools and so forth, came through in this period, which has brought us to a realization of an analysis of the present educational requirements to be re-examined. Bear that figure in mind, that there are $4\frac{1}{4}$ million men who have had equivalent to high school training.

Actually only two million of these men can pass the present army selective service physical examination. Now, these figures have been prepared from the selective service experience over the past year. Note also, that your big potential is your 18 and 19 year old boys, and unfortunately only 19 per cent in that all-over picture who can qualify, are 26 years of age.

Now, since this was made, the selective service has changed their physical requirements, and eliminated some of the things that have thrown out many of them, so they have increased that potential about fifteen per cent.

Dean Park: Is that two million out of the ten million?

Major Ayling: Yes. Mind you, that is the age bracket 18 to 26. It doesn't—

Dean Moseley: Two million out of ten million can pass their physical examination or two out of four and a half?

Major Ayling: Two million out of the four and a half million that pass the high school, because we are boiling it down to the cadet.

Dean Moseley: You said ten million.

Major Ayling: I thank you for correcting me. Now, of these two million men, again bearing with the high school qualifications, there are only a million of these men who can pass the present air corps enlistment examination which holds for both enlisted men of the navy and of the army.

Now, here is the startling figure. 770,000 can pass the present air corps cadet physical test. That is out of that four and a quarter million, which led us to the point right here of contemplating whether or not our physical requirements were right. So, we have adjusted that so as to increase the potential about ten to twelve per cent. In other words, in the infantry a man has to have two darn good feet to keep walking all day long, but if he is going to fly and has one flat foot, we can take him, and I mean there are a lot of little things like that that happened—deficiencies that can be corrected.

But of this, 400,000 of these men can pass the present air corps mental test, which is a screening test that is given to determine the aptitude of those boys and establish the fact that they have had the equivalent of a high school education or through work in civil life have acquired certain technical knowledge, and have the ability to absorb quickly, the type of training that we have to give them in the air corps to make them pilots, navigators and bombardiers.

So, while we started off with ten million, we have gotten down to 400,000. Now, we have lowered this standard of our screening test to increase that about twenty per cent, and for this specific reason: That we have found, the same as General Hilldring advised us the other day, that he has found in the ground forces, the men who have not had a high school education, but got a certain something in them for leadership, and that thing it takes to make real officers and absorb that thing—they may not have had a high school education. So we have now got it where although it is the equivalent, the standards are a little lower, so we will get about 500,000 men across the country out of it.

Now, the job of meeting that manpower is pretty great, and out of this figure, from our requirements, it means that we have to get one out of every two men who can physically qualify, and have the mental qualifications.

This brings us to a point of resolving the number and importance of the various classifications of those four million eligibles between the ages of 18 and 26, and how important as recruits are the students now in college, students now in high school and men now out of high school and between the ages of 18 and 26.

Now, these figures were statistics of a year ago, which are probably fifteen per cent less. In your colleges today, you have approximately 100,000 I think is the figure, that are graduating from your schools today. You have 130,000 juniors, 180,000 sophomores, and 270,000 freshmen who are in school. I am talking about the white. That is just a breakdown of the distribution of the college population.

Now, in the high schools, we have 270,000 boys who are 18 or over, who are graduating this year, and we have 314,000 under 18, graduating. But here is the important thing that comes up at this point. That is the parents' attitude. We took a cross-section of various age income groups in the thickly populated industrial centers through to your private schools, your progressive high schools in the selected areas, and contacted those boys, through research, to find out what their attitude was, and we found that 70 per cent of these boys all wanted to get in the air corps, either navy or army. We went to the parents by name, to get another true cross-section. We found that 86 per cent of the parents said that under no circumstances would they allow their boys to go into the air corps.

We then went back to the parents and we asked them this: If you knew that your boy's education, his mental development, was going to be continued, through his ten months of training, and he was being given the equivalent of a good proportion of his first year in college, that he was going to prepare himself for an industry after the war that might parallel the growth of the automotive industry of 25 years ago, and going to be flying officers, but that there were five phases of ground work equally as important to coordinate the whole team—we asked them how they would then feel about it. Fifty-three per cent of those parents said, "We didn't know that." So, there is that question of parent attitude, and you, as deans, advisers of the youth in college can do a swell job for both the army and navy, in giving them the facts about what is going to happen with the boys and the opportunities of equipping them for life after the war is over.

Now, those will give you some of the facts that we are confronted with on how hard it is to get this personnel. The potential isn't there. The new potential each year is approximately 90,000 men who could qualify, who are becoming 18 years of age. But remember, as in the navy, and V-5, as it is with the army and the aviation cadet

end of it, those men have to volunteer, so we have to tell them a truthful, factual story, and we have to tell their parents a story which we are starting to do, as the navy has done through paid circulation, through newspapers this coming week, and we have prepared a manual, which is here for every one of you gentlemen, which gives the full requirements of the courses that a boy should take in school, without our prescribing anything, but suggested courses that would help him. That is up to you. We are not interfering with your curriculum, so that you can truthfully and honestly advise these youngsters as to what is the best thing for them, for their military future, and afterwards. Those books will be given to you to show you the various phases of the course, how the boy applies, what is necessary, what is required—all boys under 21 have to have their parents' consent, and I think it contains all the factual information which has not been available, which has just been completed to turn over.

Now, we are appointing in the universities throughout the country, or have requested appointment of a faculty air force adviser. We are hitting 155 of the centers in the next thirty days, and our own air corps boards work in conjunction, just to be able to give you the facts, what you want to know and what they want to know. Our officers are out in the areas now making dates for the first meetings, and to invite them in and discuss all the details. In that way we will cover some 1,300 colleges, as well as advising the principals of high schools across the country, and the heads of private schools—sending them manuals and telling them exactly what the story is also.

In brief, this means that if the Army Air Forces are to complete their proposed program for the next two or three years, more than fifty per cent of all the young men in the United States qualified by age, physical condition and mental aptitude for flying training must be earmarked for Aviation Cadet training. And a large portion of these men are now undergraduates in your institutions.

Obviously, facilities for training such a great number cannot be made available at any one time. Training, of necessity is a gradual process.

We of the Army Air Forces, therefore, will do everything in our power to encourage undergraduates to continue their scholastic activities until such a time as facilities for their training are available.

To this end we wish to enlist every college undergraduate who is over eighteen years of age and not yet twenty-seven, and who is qualified physically and mentally for Aviation Cadet training.

Those who wish to enter active training immediately will be called just as soon as facilities become available. The others will be enlisted in the Air Force Enlisted Reserve on a deferred service basis to continue their college educations.

Juniors will be allowed to complete their junior and senior years. Sophomores may complete their sophomore, junior and senior years.

Freshmen may continue through the full academic course leading to graduation.

The intention of the Army in making possible this program of deferred service is that all qualified students will be allowed to graduate before being called to active duty. And at this time there seems to be no reason to believe that this program cannot be carried out exactly as outlined. However, it must be understood that in case of necessity, which we cannot foresee at this time, all men enlisted on a deferred basis may be called to active duty at the direction of the Secretary of War.

I mention this simply because we want to avoid any possibility of misunderstanding. While this deferred service plan applies only to undergraduates in accredited colleges and junior colleges, it has a definite application to high schools and preparatory schools as well.

If this war lasts for some years, a great many of the Aviation Cadets of the future must come from boys now enrolled as juniors and seniors in secondary schools. To these boys, to their parents, and to their advisers, the Army Air Forces are addressing this appeal: "Complete your secondary school course. Enter an accredited college. And then enlist in the Air Force Enlisted Reserve on a deferred basis."

In this way colleges and universities will be assured of the matriculation of a great number of the top graduates of high schools and preparatory schools each semester.

To launch this program, the Air Forces have inaugurated a recruiting drive to take place between now and the end of this scholastic term. During this period we hope to enlist for immediate service as many men from the graduating classes as possible, as well as those who do not wish to continue their educations; and as many underclassmen as possible on a deferred basis. We further hope to lay the ground-work for a continuing effort throughout the coming scholastic year.

To help us make the program a success, we have asked every college and every secondary school in the United States to appoint a faculty air force adviser. We know that in a good many cases an official has already been appointed to help your undergraduates decide their military futures. Where such arrangements have been made, we are anxious to coordinate our work with your present activities. Wherever possible, however, we are anxious to have some one member of your staff feel that he has a personal interest in the air forces and in what we have to offer. We look on such an official as a liaison between ourselves and your faculty and undergraduate body. We want him to help us avoid disruption of your scholastic activities. We want to make available to him instantly details of all air force enlistment and training plans as they develop. We want him to know as much about our recruiting plans as we know ourselves.

Quite a few papers are necessary at the time application for en-

listment is made. We realize that many undergraduates are apt to put off securing such papers and filling them in until the last possible moment. The faculty air force adviser can save the student lost time and possible disappointment by making himself to some extent responsible for seeing that all such papers are properly completed.

But much more important than this, the faculty air force adviser can give the undergraduate, and his parents, the benefit of mature judgment in making one of the most important decisions in the student's life—the choice of how he can best serve his country. It has been demonstrated again and again that the training which a young man secures in college—the mental discipline, the ability to think clearly and to express himself clearly, the poise and self-confidence which college activities develop—are invaluable to the future officer. For this reason, if for no other, we are anxious that the prospective Aviation Cadet should continue his education as long as possible. There are, in addition, technical courses which he should be encouraged to take which will increase his usefulness to himself and to the air forces when he is called to active training.

I am not going to deal with these courses in detail now. Detailed suggestions will be supplied to faculty air force advisers of all colleges very shortly by the office of the Commanding General of the Air Force. Manuals are here for you to take with you.

In general, however, any mathematical courses for which the student is qualified should be included as a part of his curriculum. Shop courses or any other courses which increase mechanical aptitude are desirable.

I think most of you are pretty well up to date on our present methods of Aviation Cadet training. The Cadet is given nine weeks of fundamental training before actual flying training begins. During this period psychological tests and a careful study of each Cadet's particular aptitudes decide which branch of specialized training he will follow from there on—whether he will become a pilot, a bombardier, or a navigator. It has been our experience that certain men who are temperamentally unqualified for the work of a pilot nevertheless have the mathematical bent and the temperament to make ideal navigators and bombardiers.

Following this first nine weeks' period the Cadet pilot is sent to an elementary flying school for nine weeks, to a basic school for another nine weeks, and to an advanced school for the remaining nine weeks of his course. This careful and systematic training has largely eliminated the training hazards of the past. And at the end of the thirty-six weeks' course, the Aviation Cadet graduates as a thoroughly competent and qualified flying officer.

I would like to inject a personal note here. I have a boy who went out to Amhurst in January. He wanted to become an Aviation Cadet, and he went out to take his preliminary work. He got through that

beautifully. He started in his elementary stuff. He got to a point where he was ready to solo. He got about two hours of solo work in --and they keep checking and rechecking. Finally the time came when they put him in a little higher bar stuff with an instructor, and he was taken up to find out whether or not he could take it--and he couldn't take it. He blacked out. He is on his way to communication for ground officer.

I merely bring that out for one fact. The navy and army are doing the same thing, checking, continually checking and checking again, to see that the men are qualified. It isn't like in the old days in 1917, when I first took training, and came out at Kelly Field and the instructor said to me, "You go ahead and get in there if you want to, but I bet eight to one you go up and kill yourself." (Laughter) We don't do those things any more. We know before the boy knows, whether he is qualified, and if we have to slow up his training, we slow it up, so as to make sure, because he is very valuable officer material and pilot material to us, and Dr. Barker will tell you that the navy is doing exactly the same, and we are closely coordinating our training methods.

When the Cadets who are candidates for commissions as bombardiers and navigators leave the school of fundamentals, they are sent to specialized schools for advanced training.

I have made no mention of the Aviation Cadet training for officer's commissions in the ground crew. While such training opportunities are limited in the number, their importance is enormous. Unlike the candidates for flying officer training, who do not need to submit evidence of formal education, all candidates for ground officer training must submit a transcript of college work, ranging from the two years of college work required for Armament training to the three years of engineering required for Engineering and Meteorology.

It is not our intention in any way to compete with other branches of the service for qualified young men, because we are all together on this proposition, and we just want you to feel that our interest is your interest, and that we in the army and navy are in your hands. We want men to go through school. We are making every effort within our own forces to develop officer personnel, to allow you to keep your men, but we want it distinctly understood that if we run into another crisis very shortly, those men may be called to duty and not allowed to complete it. We hope to have them continue their education.

As long as General Hildring and the navy told a story, I know there are a lot of questions coming on, so with your permission, I will try to tell one about the colored preacher in the South who had just been in his new job in the congregation about five weeks. He came from somewhere in another section of the country, and he put down a whole lot of new rules and regulations for his parish to follow out. He made

them do this and that, and finally his congregation got pretty well fed up.

The fifth Sunday he got ready to make his sermon—got his glasses on and started to deliver it, and the congregation started to heckle him. He kept on. Finally, out of the audience, somebody threw a ripe tomato that hit him on the right side of the eye. He reached up, brushed it off and said, "We are going to have about five minutes more, and then you are going to see the damndest fight you ever saw." (Laughter) (Applause)

President Corbett: Major Ayling, I think that inasmuch as we started the program with the navy, we will give the army an opportunity to start first with the discussion. We are now ready for a discussion of Major Ayling's paper.

Dean Moseley: I think what many of us here would like to hear first, before we get submerged in other matters, is the question of V-1 in land grant colleges.

Dr. Barker: The question of the Navy's V-1 program in land grant colleges where two years' basic ROTC is required, is the question, is it not?

Dean Moseley. Yes.

Dr. Barker: That has been under discussion between the army and the navy for some little time. Our policy, as we announced the V-1 program, and is still our policy, is that in those institutions, the army has priority. It is their "pigeon" in our language, but as General Hildring told you, the army ground forces, and as Major Ayling has just told you, the army air force's program, they are alike.

When you read the army's ground force program, you will find practically no difference between it and our V-1 program. Therefore, for those institutions where two years required basic ROTC is the situation, the joint program which will be announced will be along these lines.

Men in those institutions will go into the army enlisted reserve corps plan. Under that, they will be covered by law as being members of the ROTC. The law forbids men enlisted in other branches of the armed services from being in the basic ROTC. So therefore, these men will enlist in the army enlisted reserve plan.

At the time that the Professor of Military Science and Tactics has selected the group for his advanced ROTC, and offered the contracts, and secured their signing, the balance of the men will be at liberty, within quotas, percentage quotas, to decide whether they want to go forward with the army plan, or transfer to the navy V-1 plan.

The army plan will have a comprehensive examination the same as the navy comprehensive examination. As a matter of fact, it will be

the same examination. It will be jointly prepared by an outside examining institution known to all of you, for the army and the navy. Therefore, the men will go through it, and they will select within these quotas, whether they wish to go forward with the army enlisted reserve corps plan, or to transfer to the navy plan.

Now, since it will take some time between March 1, and the completion of their second calendar year, to work out all of the administrative details, those who are going forward in the navy—and I am going to talk for a moment only about the navy—will have offered to them the two opportunities: 1. To transfer from the army enlisted reserve plan within the quota; to V-5, that is the aviation program in the navy, if they can meet the navy flying physical standards and volunteer therefore, or to transfer to the V-7 program for deck and engineering officers and the specialist group.

So, under the plan which will come out, there will be provision for those young men who go to land grant colleges, or colleges where basic two years ROTC is required, to select within the quota, whether they wish to go forward in the army plan, the air forces plan, the navy air force, or the V-7 plan. Does that answer your question?

Dean Moseley: Yes, that is almost a complete answer. One complication is this: An inducement for a man to take V-1 is that he is already enlisted in the armed services, but not subject to call except for the exigencies of the occasion, and he is allowed to complete. If he goes into the ROTC, and is within draft age, he may be pulled out.

Dean Barker: No sir. General Hildring do you want to answer that?

General Hildring: One of the major considerations in the deliberations between the army and the navy, from the army point of view, was to preserve the existing ROTC units. In other words, to keep faith with our peacetime friends, and we are going to do that.

The question raised by the Dean is not pertinent or will not be pertinent, because under regulations which are already prepared and approved and ready to be issued, the advance course students in the ROTC, hereafter will be required to enter the enlisted reserve corps, as well as to accept a contract in the ROTC, as is the case with all others who enter into this pre-induction program. It wouldn't affect his status as an ROTC man, and it wouldn't complicate or alter the ROTC situation existing in the school, except that it will bring him in addition, into this plan as a member of the enlisted reserve corps.

Dean Moseley: All right, General, you have answered it for the advanced military, but what about the 21 year old freshman in the basic course?

General Hildring: All right. He will be permitted, within the quota, to enlist in the enlisted reserve corps. If there is an ROTC

course in a school, you see, he will be enlisted in the enlisted reserve corps—as many individuals as there are allotments in that school for both the army and the navy. That will carry them through two years, and then after that two year period, the P. M. S. & T. will be permitted to select out of that whole basic group, the individuals he desires for the advanced course students. After that group has been selected, I don't mean entirely by the P. M. S. & T.—perhaps the head of the institution will have something to do with it. However, those selections will be made hereafter, as they have been made heretofore, except perhaps a little earlier as to time. After those selections have been made, then the remainder, that is, those who are not selected, will be permitted to decide at that time, whether they want to carry on through the remaining two years of their course as enlisted reservists of the army or the navy. If they select the navy, they will be discharged from their enlistment in the enlisted reserve of the army, and enlisted in the reserve of the navy. But that pertains to the group outside of the advanced course students. Is that clear?

Dean Moseley: Yes.

General Hildring: Is it satisfactory?

Dean Moseley: Yes.

Dean Bunn: This question has to do with the V-1 branch of the service as far as it effects freshmen and sophomores.

The plan, as stated, will take 35,000 men of the 80,000 desired to enlist in the V-1 unit. The question that is being asked by the students who are investigating that type of service, and who are interested in navy enlistment is with respect to the other 45,000 of that 80,000, who will not be chosen or who will be eliminated by examination for the flying cadets or the V-7 training. There is some reluctance in other words, because of a less than one to two chance on the basis of your figures, to immediately commit themselves, because there is not a full understanding of the way in which that whole program will be administered.

Consequently, the question is asked, since after the second year, and the examination is given, they are transferred either to V-5 or V-7, may they wait until their junior year, and then make their choice, take the examination if they want to, and go into either V-5 or V-7, without registering in V-1?

Dr. Barker: They may not. This whole plan is drawn up on the most democratic basis that is conceivable for us to imagine. We had the advice and help of a great many people in drawing it up. Remember, Gentlemen, that one thing is being offered to these young men—two things really: 1. An opportunity to choose their side of the service, which one they want to go to, the army or navy; second, it offers them an opportunity to continue in college, at least for two years.

Now, there must be some penalty connected with that. But let me

ask you to think for just a moment about the normal penalty in college. Of your freshman class that enters, how many finish your sophomore year? There are the figures for the United States at large right there. There is the proportion of drop-outs between freshman, sophomore, junior and senior.

In other words, of 80,000 men at large, taken the country over, only between forty and forty-two thousand will complete their sophomore year. Now of those, 35,000 will be chosen to go on, either in V-5 or V-7.

Now, for the other men, however, who drop out for any reason, either scholastic reasons or financial reasons, or whatever it may be, the navy offers them the opportunity to go forward as enlisted men through its training stations to petty officers. They will be competing of course, with the normal voluntary enlistment of the navy. Those men in general, will average slightly less than high school graduation.

Now, your man who has completed one year of college for instance, with you, and who fails scholastically—doesn't meet your academic standards, and is dropped by you, or drops out for financial reasons or whatever it may be—if he has enlisted in V-1, he goes into the navy. He goes immediately of course to one of our naval training stations and is put through the tests there. He is selected for training, and he has the opportunity to advance forward. In addition to that, every one of these men who can pass the flight physical examination, will be offered, even though he is dropped out of school either for academic reasons or for financial reasons, he will be offered the opportunity to go forward in the air force, if he can meet the flight physical standards and volunteers.

On the same basis again there, we are offering, as the army air corps is offering to high school equivalent graduates, the opportunity to go through the aviation cadet program. Consequently, it would be unfair for us to say, "If you are in college come and enlist in the V-1 program," and then send him without an opportunity to take an aviation cadet program if he wants to. So that opportunity is open also.

Furthermore, in the navy, any enlisted man, after a certain length of service, is eligible to be recommended by his commanding officer, to go to the V-7 training program, and men are being so chosen.

I don't need to tell you after these figures that Major Ayling has given you and that I attempted to give you without the aid of charts, that both the army and the navy must find every young man whose condition makes him physically competent to fly, and we must get him into the air corps of either the army or navy if it is possible, if we are going to meet this program. And so, all of those opportunities are there for those men who come in. But, to say to the man, "You can wait until your junior year," which is the time when on the average for the United States he will be just up to registration age for the draft, and then say, "Son, you can come in this back door and evade

the draft," nothing doing. Neither the army or navy will put themselves in that situation of recommending to any man that he wait until the last minute before the selective service board is going to take him, and then tell him to come in. No sir.

Dean Bunn: There are still two points there. You see, your original plan provided for enlistment in V-7, if they did it during their junior year. If they did not qualify when they went through the training, then they were discharged with permission to go into any branch of the service that they chose. Your present plan varies from that, you see, in that regard. The second point is that this plan does not parallel the army air corps plan, and for that reason the problems and questions arise on the part of the students and that is what I wanted to get clarified.

Dr. Barker: It does follow the army air corps plan. You go in as an aviation cadet if you can meet the flight physical standards. It has been the same in the navy. We have been in consultation for two months on this, and I think I am correct on this, although the final papers have not yet been signed.

Dean Bunn: That wasn't made clear to me. That is the reason I had the question. It is being asked by the students already concerning V-1.

General Hildring: There is one point that may or may not be behind your question, Dean, that I have encountered on the army side a number of times from college officials and from college students, and I think it should be made clear here that in the whole plan, the army, the navy and the marine corps, we give no guarantee to any college student that he is going to be an officer. None of us do that, and we will not do it in the army, and I am sure the navy, so far as I know, will not do it.

We believe in the army, in the democratic idea that a man must enter the ranks of the army and compete with his brothers for recognition as officer material, and the candidates of this plan that we are proposing here will be no different from any other enlisted man.

We have this thought, however, that we think should appeal to the man in college who has officer material in him, that is, who has in him the stuff we want in the army for our officers, that if we permit him to continue his education a year, two years, three years or whatever time is given him, that he will, if he has the right stuff in him, be better qualified for the competition, and from the student's viewpoint, in this plan, that is all there is in it for him. Is that right, Doctor?

Dr. Barker: Yes.

General Hildring: And that is a thought that I find college students groping for—some advantage, something in writing, some preferment after they enter the army, because they are half way through college, or all the way through college.

Under this plan or under any other plan contemplated by the army, there is no such intention. It will not be done I am certain, while the army is being operated by its present general treatment to a man because of his education. (Applause)

Dean Gardner: Mr. President, if I understand you correctly, General Hildring, then the man who fails the proposed army plan will be immediately inducted as an enlisted man in the army the same as in the navy. That is my first question.

General Hildring: That is correct.

Dean Gardner: Now my other question was somewhat like this: The two calendar year proposal under the standard academic procedure, would normally put a student two years through college. Under the accelerated program, he will be practically through college in three years. I understand there is a reason for that. And then I will give you my other question, if I may. An important point to me is the limitation of the navy program evidently to 80,000 men. If you are going to need more men, why the publicity for 80,000? Then an apparently trivial question, but I believe significant to the young men, is do you plan some insignia for these young men to wear, to take home, if you will, to show to the girl? That question, I believe comes up frequently. It is apparently trivial.

General Hildring: Most of those come from the scholar of this commission. I would like Dr. Barker to answer those questions.

Dr. Barker: Gentlemen, there are three members of this team. One of them is not represented here today. In any program of winning a war, it is the army, the navy, (and that includes the marines) and industry. Now then, it is manifestly improper for the two armed components of that team to grab everything. Second, of the approximately 210 to 220 thousand men entering college every year, only between 65 and 70 per cent of them can pass even the enlisted physical examination, so that immediately you have reduced your 220,000 freshmen available for the army and the navy reserve plans to 160,000. The navy is taking eighty and the army is going to ask for eighty too, and we are playing fair with the third member of the team. For in this kind of a situation, the man who can not stand the physical gaff of active duty with the army or the air corps or the fleet, is the man who can man the drafting table or the component part of the industrial picture.

Now, that is the answer to your 80,000, I think. The next one was whether there was to be an insignia or not, or rather the two calendar years. We wanted an incentive for them to accelerate. We need them badly. We need them as soon as we can get them.

Now then, if we had said two academic years for this, with all the colleges of the country participating as they have already signed up for our V-1 program, practically speaking, you can imagine what

the administrative problem would have been with offering four different competitive examinations at four different times in the year, for the accelerated and the non-accelerated students. That is one thing. Second, how would you have kept four examinations equally difficult or equally easy—anyway you want to put it—that is, keep them on the same endeavor level? You know how hard it is to make examinations, and keep them alike. You know that even the best laid plans of professors and college entrance boards and so forth and so on, will vary from term to term and from year to year. I don't need to tell you gentlemen that. We wanted the incentive for acceleration, so therefore, the answer to all three of those problems to us, in studying it initially, was to make it in the second calendar year after admission, on a specified date, on or about March 1.

Now, as you have said, the young high school graduate who leaves his high school in June, and immediately enters college on an accelerated program, by March or the second year, he will have completed the equivalent of three normal academic years. He will be farther along in his education. Now, if education means what I hope it means as an educator, the man who is three academic years along in his education is going to have better odds of passing that examination, isn't he, no matter how you rate the examination, if it is going to be fair at all? Second, when it is ranked nationally, what we in the navy at least plan to do—I can't commit the army—is this: Let's take the twenty thousand that are going to volunteer for V-5 as an example. Our program calls of course for them to come out of college at the end of that second calendar year.

If they are accelerated, they are three years along in their academic years, is that correct? Now then, we can't take 20,000 at one time. Our flight schools won't handle a sudden impact load. So that with this 20,000 list, what we plan to do in so far as possible, administratively, is to start at the last of those 20,000 who pass that list, the lowest on the examination schedule, and go up 2,500 for June, 2,500 for July, 2,500 for August, 2,500 for September, and so on. So that the man who really applies himself and becomes a good student with you and ranks high on that examination, in spite of the fact that we say that we shall call him after two calendar years, will have his ranking date of call determined by the examination. So if he stands in the top group of that, he will have at least seven to eight months more that he will be able to stay in college.

Now, if he is on the accelerated program, that means he is at the baccalaureate level, right? In other words, I have been in this educational game some time myself, and I have always believed in hanging a little meat in front of the dog's nose to make him run.

Now, on the other hand, I can't write that in a program that I say to the students, but it shouldn't take a group of college deans and advisers very long to see it. Now, what you tell them is all right with me.

Dean Congdon: There is one statement you made this afternoon that is a little different from our understanding at least to many of us, if I understand correctly. Out of the 80,000 enrollees, you anticipate about 35,000 will be successful in the examinations and eligible for officer training, and out of that 35,000 you will select 20,000 for V-5.

Dean Barker: That is correct.

Dean Congdon: The understanding that many of us have had was that those 20,000 would be outside the 35,000.

Dean Barker: No sir. That was very, very definitely stated in the V-1 program.

Dean Congdon: Then it comes down to this: That out of the 80,000, there aren't more than 15,000 who have any large likelihood of being likely to graduate.

Dr. Barker: It depends entirely on the acceleration of your program.

Dean Congdon: Outside of that factor?

Dr. Barker: Right. But let me say just this. If any of you gentlemen who are educators will examine the pre-flight school, the ground school, and the subject matter taught in either the army air corps plan or our aviation program, I will tell you that it is a full collegiate caliber course. Now, whether or not of course you grant credit for it, is not for us to say, or even to do more than call it to your attention.

I am reminded, however, that even before the V-5 or V-7 or V-1 program was announced, that the American Association of Collegiate Registrars wrote to me and asked me for a breakdown of every course offered to officers and enlisted men in the navy as to potential collegiate credit. I believe they have a committee studying that. I forwarded nearly forty pages of an analysis of the courses which officers of the navy are required to take, and I can assure you personally that I went over those courses exactly the same as I would have done had they been offered at your school, and that man had come to my school at Columbia as a transfer student and offered this as a transfer credit; and I recommended in that, what I considered to be a rational and logical equivalent semester hour of credit to this committee of the American Association of Collegiate Registrars.

Now, what you do with it is your business. It happens to be my firm personal conviction that that work is fully the equivalent of what you are doing with the man and on a little bit more mature level. So that is the question as to whether or not this man is near graduation as a function of his acceleration, and what you decide to do with the education that he gets after he leaves you.

Dean Gardner: What about the insignia question?

Dr. Barker: I am sorry. The insignia question has been decided. The navy has one, the army corps has one and Major Ayling has it on his chart here, and the army will have one. (Chart) This is a lapel button. The army one will probably be in the same general character. The man who enlists in one of these programs will have that to take home and show the family and the gal.

Dean Newman: It won't be that size will it? (Laughter)

Dr. Barker: No, that is pretty big.

Dean Hildner (Illinois College): May I ask one or two questions? A number of our students have made this statement to me as I talked to them about V-1: "At present there is no closing date on V-5. Why should we enlist in V-1, stand an examination as announced there, when at present we can enlist directly in V-5" In other words, they are by-passing V-1 completely right now, and since we had a number of naval officers on our campus just yesterday, discussing this matter with the boys, and they could give no answer, I would like to go to headquarters on it.

Dr. Barker: The answer for that is this: The Order has been issued closing both V-5 and V-7, direct enlistment.

Commander Bert Davis (Washington, D. C.): Not V-5, but V-7.

Dr. Barker: The order on V-7 has been issued as of May 1, hasn't it, Bert?

Commander Davis: Yes.

Dr. Barker: In so far as V-5 is concerned, that is of course a man who has only gone two years in college and wants to go into the air force or the navy, and since we are also opening it up in the last week to high school graduates, that will continue open for some time. But let me put it to you this way. The number that we need, and we are not going to take any more than we need because we have no right to do it in the condition that the country is in, is 30,000 candidates for pilot training per annum. We shall obtain 20,000 out of this V-1 program, so there will be 10,000 left over. That 10,000 quota is open to present enlisted men of the navy, or to high school graduates. How much chance do you think the man will have who goes two years to college without joining V-1, and then asks for V-5 direct?

Dean Hildner: But so long as enlistment officers come on your campus to enlist directly for V-5—

Dr. Barker: You would like to see us close it?

Dean Hildner: I would.

Dr. Barker: Put it down on the sheet, Bert.

Commander Davis: I got it. (Laughter)

Dean Stratton: I would like to ask Dean Barker four questions. A lot of men here have the feeling that if students fail any course throughout their course or throughout their years, they automatically go into the army or navy, or is it if we drop them because of their general poor standing?

Dr. Barker: That is entirely a matter for you.

....Cries of "Repeat the question"....

Dr. Barker: The question is that some students and some faculty feel that if a man is in V-1 or V-7, and fails one course in college, that he is automatically called to active duty as an apprentice seaman in the navy, is that correct?

Dean Stratton: Yes.

Dean Barker: The V-1 program definitely says that that question is in your hands if he fails academically. You are the deciders of what the academic failure is. If you have requirements that failure of one course puts him out, he is out. If you have requirements of two courses, that puts him out. If you have a scale, as the Technology in Boston does, of points for certain grades, and then he has to maintain a certain average throughout his four years, or a term average below a certain level puts him on probation, and after one term on probation he is out, if he doesn't boost it by a certain number of points, that is your "pigeon" and not ours. We hope you won't change your academic standards though.

Dean Stratton: The next question is, what about the pre-juniors? Ours is a five year course. They couldn't qualify for the V-7 because they are not juniors. What can they do at this time? Ours is a five year course and the pre-juniors are in the third year of their five years.

Dr. Barker: How old are they?

Dean Stratton: They are twenty.

Dr. Barker: No sir, nothing can be done for them in our program.

Dean Stratton: The third question is, in a college where we require a two year basic course, which we have, should a freshman student enlist in either the V-1 or the army program as a freshman? He is 17 years old.

Dr. Barker: Under the joint plan, I think the provision is for him to enlist in the army enlisted reserved corps.

General Hildring: After he is 18. If he is not 18, we can't enlist him.

Dr. Barker: All right. There is then the other string to our bow. In the ROTC manual, there is a paragraph—I haven't it right in front of me at the moment, but let me attempt to give you the essence of it:

That a man may be accepted outside of the quota and without expense to the government as to uniforms, who is enlisted in another armed service. Now, a man in V-1 is an enlisted man in the navy. Consequently in your institution, a man who is below the 18 age for the army but above the 17 age for us, and who wants to enlist in V-1, can meet your requirements of the two year basic ROTC, provided he furnishes his own uniform.

General Hildring: Or could he go into the straight ROTC and then enlist when he becomes 18.

Dr. Barker: That is correct, and under the joint plan, he will then, at the end of the second calendar year date, have the opportunity to select the service.

Dean Stratton: My fourth question is, does a student indicate V-5 or V-7 at the time of his enlistment or does the examination decide that?

Dr. Barker: The question is whether the student at the time of his enlistment in V-1, designates V-5 or V-7.

As I said earlier, a man who fails academically, or drops out of college for financial reasons, who is in V-1, if he can pass the flight physical, he may go into the flight school, just because we have already gone down to the high school level with the screening test. Now then, there will then be an amendment to the V-1 plan, by which the V-1 student at the time, can indicate that he wants to go for V-5, and if so, he will take the flight physical, and that will then qualify him just the same as your army air force's plan.

Dean Stratton: His physical examination then at the time of his enlistment will determine—he would not be thrown out later.

Dr. Barker: At the time of his enlistment with us, I think for sheer physical reasons, he will first take the ordinary apprentice seaman's physical examination, V-1. If he then indicates that he wants to go on to V-5, he will be given the flight physical.

Now, the flight physical is much more complicated, takes more time and is more expensive to the government so that will only be given to those some time during their first term freshman year for instance.

Dean Stratton: And V-7?

Dr. Barker: The V-7 physical of course is slightly higher than the enlisted physical, but not materially so, and particularly if the man is going on for one of the specialist groups such as E. V. S. or O. V. S.—the engineering group in general. In the physical there, the eyes are being dropped to 15-20 instead of 18-20.

Dean Hubbell: Dr. Barker, in these specialist ratings for the naval training under V-7, is it possible for a student out of an arts college

where he has a science degree, has majored in physics, chemistry, mathematics, to qualify for one of those specialized trainings? The reason I ask that is that I understand the physical requirements for those are less severe than they are for deck duty.

Dr. Barker: That is correct.

Dean Hubbell: And I have at present, three seniors who are such majors who can't qualify for V-7, but nobody in that office can tell them how to find that specialized service.

Dr. Barker: In that end, Commander Huntoon advises me that the directions that he has in his office of Naval Officer Procurement say that the office of Naval Officer Procurement for the area, after the man gets his degree, can take him into one of the specialist groups. But hasn't that the thing the Admiral decided the other day, Bert?

Commander Davis: They are going to do that, as you said, but the present sophomores, they can't.

Dr. Barker: That's right. The present sophomore group can't do that, but the three you mentioned can do that.

Dean Hubbell: They go to the office of the Naval Officer Procurement.

Dr. Barker: Yes, for their area. Where are you?

Dean Hubbell: Forty miles from St. Louis.

Dr. Barker: Their papers will have to be submitted to the Chicago office.

Dean Hubbell: After they graduate. Are we correct in assuming that transfer from one college to another will not prejudice that?

Dr. Barker: If he transfers it will not prejudice his standing. As a matter of fact, when the junior colleges enter this, they will have to transfer at the end of their sophomore year to another accredited college. That is provided for in the V-1 manual.

Dean Nowotny: I would like to ask the question about the boys like your son who wash out. Would you mind listing a few of the opportunities of becoming communication officers. What are others?

Major Ayling: There is communications, photography, engineering, meteorology and armament. And then if they are not specially adapted technically for that training, they are candidates for the officers' candidate school, the same as the rest of our enlisted men, for administrative training for adjutant supply and mess officers, which are very important as squadron officers.

I want to clarify one thing that may have left a question in your mind because of the involved discussion of V-1, V-5 and V-7. To be a member of the air force, enlisted reserve, every man must qualify physically and mentally for cadet training as an aviation cadet.

Now, the mental qualifications are based on the screening test which is equivalent, as I said, to a high school education, so that if he enters in college any time he stops, he is an aviation cadet, regardless of whether he goes through to finish or whether he quits in the middle of his freshman year, or whether he is kicked out in his sophomore year. He has already qualified so he goes to cadet training.

Now, this insignia we have here is only for the air force reserve, which is the same size as our air corps insignia, with a little blue circle with white letters, "A. C.," which is Air Corps Aviation Cadet. The army is preparing one for the all-over army enlisted reserve.

Dean Mallett: May I ask a question on either of the programs regarding the place a pre-medical student fits into this. How would the supply of doctors continue to come up through this program?

Dr. Barker: I will take that for the navy. The pre-med, we feel should enlist in V-1. He goes through his pre-med course. When he is accepted by an accredited medical school, he applies for discharge from the enlisted status, and is commissioned. He goes to medical school. Upon completion of that, he goes into the medical corps reserve of the navy.

Dean Mallett: Where there are three years of pre-medical work, and he takes the examination at the end of his second year, does he state his goal at the time he takes his examination, and is then put into a class going on for the third year?

Dr. Barker: He will be in the 15,000 quota to go on. He must be in that upper bracket though. But any pre-med who is going to expect to get into an accredited medical college, has to be in that upper bracket.

Dean Mallett: The same applies in pre-dental?

Dr. Barker: Yes.

Dean Harper: May I ask a question concerning the ROTC? Do I understand that the P. M. S. & T. then may select his men for the advanced course from the enlisted reserve only?

General Hildring: No, he can select his advanced course students from any students in the sophomore class, but they can't get into the advanced ROTC, henceforth, without first enlisting. That is quite apart from this plan, because the War Department has decided to do that independent of this plan. Instructions will shortly be issued independent of this, encouraging those advanced course ROTC students to enlist in the A. R. C., and requiring in the future, that all advanced course students enlist in the A. R. C., before they will be permitted into the senior ROTC units. But he can pick them from any eligible students in the college or university.

Dean Harper: In regard to a student who is taking compulsory basic, may he have an opportunity for that?

General Hildring: Yes, any of them. There is no change at all in the ROTC plan, except that the advanced course students must enlist in the A. R. C.

Dean Miller: I would like to ask this question: First, we understand that the army and the navy do want these men to sign up in these courses and stay in college until you are ready for them. That is your wish, rather than that they should enlist now.

General Hildring: That's right.

Dean Miller: You do wish them to stay in college and take these courses rather than quit college and enlist.

General Hildring: That is exactly right. We want these youngsters to enlist in the army or navy, and stay in college.

Dean Miller: Now, I just want to make one suggestion in that connection. I talked to a group of about 300 men just a few days ago, and one or two things came out. One was that there is a good deal of skepticism on the part of university men trying to tell them to do that. They think that the universities have an axe to grind, that they would like to keep their students and keep going, and it is better for someone else to tell them that. We can advise them, but it is a good point to have someone else tell them that.

The second point is that there is a lot of pressure developing from their friends, and their parents, and around their home communities to get into the army and do something, and I think we need very much to have something from headquarters. Where you put up these recruiting bulletins all around our city out in Los Angeles, we need something on the bulletin boards around from headquarters that suggests that they do this thing, so that we don't have to tell them that we think they should stay in college.

General Hildring: I think the navy is now doing that. To what extent, I don't know. But when this single plan is evolved in the near future, it is our intention to give it the widest publicity, and to give it official navy and war Department appeal. In other words, we are going to sell the idea to the college man that it is a patriotic duty on his part to stay in college, and prepare for service.

Dean Newman: I hope you emphasize that students should stay there, because heretofore, it has been, "You can stay."

General Hildring: We plan in our mutual efforts here to make it plain that it is his duty to stay.

Major Ayling: I would like to read to you gentlemen this full page add which is breaking across the country on Sunday in the newspapers: "For college men—a new officers' training plan. New deferred service plan allows you to continue your education. A new plan allows juniors, sophomores and freshmen in college, age 18 to 26 in-

clusive, to enlist in the air force enlisted reserve and continue their schooling, provided they maintain satisfactory scholastic standings. All college men may enlist for immediate service. All college students may enlist as privates in the army air forces, and serve unassigned until their turn comes for aviation cadet training." That is for the man who wants to get into the service immediately and doesn't want to wait three or four months until the facilities are available. He will go in and be qualified exactly as an aviation cadet.

Then, "All college students may enlist in the air corps enlisted reserve and wait until they are ordered to report for aviation cadet training. Upon graduation or withdrawal from college, men will be assigned to active duties at training centers. If the necessities of war demand, deferred status in the army may be terminated at any time by the Secretary of War."

Now here is the important thing: "The new army air force enlisted reserve plan is part of an over-all army enlisted reserve corps program shortly to be announced. This program will provide opportunities for college men to enlist in other branches of the army on a deferred basis and to continue their education if a satisfactory standard of work is maintained. In case of necessity, the Secretary of War shall determine when they may be called to active duty. It is understood that men so enlisted shall have the opportunity of competing for vacancies in the Officers' Candidate School. This plan has been approved in the belief that continuance of education will develop capacities for leadership." Now, that is hitting right across the country.

General Hildring: It isn't quite as emphatic as you would like it and I see your point. It is the permissive approach and I have gotten the idea here, and I will commit the War Department on getting it on a duty footing. (Applause) We will make it the duty of a man to stay in school.

Dr. Barker: I will go right along with him and commit the Navy Department to it. (Applause)

Dean Newman: We appreciate that and that is all right, but you say there, "They may continue; they may do this." It is permissive. We like to think of the army and navy as being hard-bolled. Why don't you put a few big words there—"You must do this and that"?

General Hildring: We have quite a responsibility on our hands right now. We have, up to this point, forsaken any thought of dictating to the colleges and universities. However, I think with the backing we have gotten this afternoon, we can say, "It is the opinion and thought of the War and Navy Departments that it is your duty to remain in college," and we can assume that the colleges are in favor of it.

In other words, so far as the army and navy are concerned—or or rather I should speak only for the army—as far as the army is

concerned, we are perfectly willing to tell these youngsters that the War Department wants them to stay in college. We will say that in the future.

Dean Nowotny: I would like to second what Dean Barker said a while ago about this being a three-team war, navy, army and industry. Industry has said this to college men, which I think has a positive kick in it: That you must have continual training and accurate training before you go into defense industry. If you tear an arm off or lose a finger before you are ready to turn out machine-guns or tanks, you are not doing the best thing for defense. And it seemed to me like we can say the same thing, that additional training, at the expense of the colleges is important to turn out fighting men, and it seems to me like that is the thing that Dr. Barker was hitting at a while ago. That might be the kick-back that my friend from Alabama wanted.

Dean Smith (Chicago): I would like to ask one general question, which seems to be swinging slightly the other way. We are worried over whether the responsibility is entirely our own, to prevent draft dodgers from rushing into this plan. Now, I will be a little more explicit. The marine corps candidate class is using a screening process. What it is, I don't know, but I know three out of four of our applicants have gone down. The navy V-7 and V-5 have screened men out of officers' boards. Is such a screening process to be our duty or the Services' duty in V-1 and the army plan?

Dr. Barker: In our plan it is specifically stated that one of the qualities necessary for admission to V-1 is the displaying of officer-like qualities, whether they do or not.

Commander Davis: And the navy will not ask them.

Dr. Barker: That is our business, and we have to take the responsibility for saying yes or no on that ground, and the same fundamental principle has to hold for all of us. I am quite positive about that. We can't ask you to take our burden.

Dean Smith: You know of course that that is the answer we prefer. We don't want to assume that obligation.

Dr. Barker: We may have to ask you, however, for certain recommendations about certain types of men.

Dean Smith: Of course. May I ask one question to be absolutely sure I am right, Dean Barker? A man going into pre-medic will have at least three years. He goes V-1, two years; he then chooses V-7 and applies for transfer to H-V (P) upon admission to a recognized medical school.

Dr. Barker: That is correct.

Dean Smith: We received an opposite answer last week at a Chicago meeting. It was impossible.

Dr. Barker: Bert Davis, did I pull a boner on H-V (P) ?

Commander Davis: What did you say? (Laughter)

Dr. Barker: I was asked a question as to the men for the medical corps of the navy, and I answered that we preferred to have them enlist in V-1, go into V-7, and that when they received their admission to an accredited medical college, they would be discharged from V-7, commissioned H-V (P), and permitted to continue their medical school.

Commander Davis: That's right.

Dean Rea: Are V-1 men eligible for civilian pilot training?

Dr. Barker: Yes, emphatically so.

Dean Moseley: Another question: In case we have a young man preparing for the ministry, and he wants to go on to we will say become a chaplain in the armed services, should he enlist in one of these numbers?

Dr. Barker: The answer is yes, he should.

Dean Moseley: Suppose he finds himself then in that 20,000 that presumptively are cadet pilots?

Dr. Barker: That is up to him to volunteer for that. No man will be taken as an aviation cadet who does not volunteer for it, and who cannot pass the flight physical.

Dean Moseley: What is his procedure? He volunteers in V-1?

Dr. Barker: That's right, and V-7 after he is screened.

Dean Moseley: Right.

Dean Goldsmith: I am not quite satisfied on one point. At our university, a land grant school, we do not have V-1 or V-5 as far as I know. You say V-7 closes on May 1. We have scores of young men who are sophomores who according to our accelerated plan will become juniors on May 3. They are not eligible for V-7 and they are not eligible for V-1 which we don't have, but I presume we might have in the future. Now, there are scores of those engineers on our campus, and I presume in other land grant colleges. Is there any plan whereby those men who will have completed their two years of basic ROTC this year and don't want to continue with advanced ROTC, could apply for some sort of navy work or ensign's commission in the navy?

Dr. Barker: That is up to you. If your institution has decided against asking for a V-1 plan, then you have blocked them out. But now I will say this: That for Purdue, which is a required land grant ROTC institution, the new joint plan will open it up again for them, but it won't take care of the present sophomore class.

Dean Goldsmith: Is that policy consistent then?

Dr. Barker: We want you to come into V-1.

Dean Goldsmith: I would like to. I have nothing to say about it.

Secretary Turner: Mr. Chairman, much of this discussion has been directed only at army aviation and at V-1, V-5 and V-7 in the navy. There are other branches of the service, and if the General would be so kind he may be able to tell us a little more about them. We ought to have them.

General Hildring: I don't want to deceive the group. I am just as much interested in the army air forces as Major Ayling is. It is one of my responsibilities. But I will be glad to say something again about the backbone of the army. (Laughter)

The army over-all plan is not being discussed here in any great detail this afternoon, because as I said in my few remarks to you, we are not quite ready to launch it, and we don't want to launch it until after our detailed talks with our 25 educators next week. It will provide for all of the armed services other than the army air forces, a plan, very similar to that discussed here this afternoon for the other arms, the army air forces and for the navy.

As I say, I have deliberately refrained from giving any detailed plan conducting any detailed discussion of it. We don't want to do that until we have discussed those details with the educators whom we have invited to confer with us next week in Washington. We will have a plan, however, for the whole army, of which the army air force plan will be a part, and I am sorry I can't discuss it in greater detail this afternoon. Those are the reasons.

In other words, we are jumping the gun a little on the air force plan because, as I said earlier this afternoon, of the acute need in the air forces for aviation cadets.

Dean Heath: Even though you are in the V-1 program, you have several sophomores who are above the age limit, 17 to 19 inclusive, what are you going to do with those boys?

Dr. Barker: You have several sophomores who are above what age?

Dean Heath: Above 19.

Dr. Barker: Well, the sophomores who are twenty, within plus or minus—

Commander Davis: 60 days.

Dr. Barker: So it is 20 years and two months.

Commander Davis: Another modification is that the poor unfortunate who couldn't get in V-7 and V-1 as a sophomore due to his age, and is over 20 now, we took care of them. They are going to take

them directly in V-7, because we cannot have a gap in our program. We need him, so we are taking him. But after that, it is all over, and it must come by V-1.

Dean Heath: When will that information come out, so these young lads will know about it?

Commander Davis: It is out now.

Dr. Barker: It was sent to all the V-1 representatives last week.

Commander Davis: I will apologize for the time it takes in reaching you.

Dean Schultz: One brief question: Dean Barker said a while ago that enlistment in the specialized services, -V (S) and so on, is over, except by way of V-1. Most of us are getting a great many opportunities to advise alumni, recent graduates—

Dr. Barker: That is a different matter.

Dean Schultz: They can?

Dr. Barker: Yes, they can. The man who already has his degree goes to the office of Naval Officer Procurement. But we are talking about the college program here, and that is over except through V-1. We are still looking for those graduates above the college level. We need them. Don't hesitate to tell them where to go, and the place to go is the nearest office of Naval Officer Procurement.

Dean Bruere: I would like to ask a further question to get a little more content in the answer that we are to give a student who is a freshman or sophomore and is debating on whether to enlist now in the air training corps or whether to go ahead with his college education.

It seems to me the problem for a student is this: If after high school he can enlist in the air corps and if he can simply end that same service and again become the same type of pilot that he would be if he had gone in after high school, then we can say he will be more of a leader and so forth, and general statements of that sort, but is there actual content in the argument for him to go ahead with more college work? Wouldn't he be simply the pilot that he would have been had he entered after high school? And furthermore, there is the general idea that the army and the navy too, want the trained pilots as young as possible.

A man of 19 is far better material for that training than he is two or three years later. If we can get some content, I would like to have a clear conscience if I am to urge a fellow to go on with his education.

Major Ayling: As Dean Barker said a while ago, the 18 and 19 year old boys make the best fighter pilots. That has been proven by the English training and throughout the world. That is why, for one

reason, we dropped our requirements to that of a high school education, not requiring any longer the two years of college. However, equally important are the bombardiers and navigators that you need, and they have to have some education. The more technical, the more mathematical background they have, the better navigators they make.

Then we go on into the ground forces such as the navy has also; the man who graduates from college makes a better officer there. But the actual fighter pilot is that kid who has something, who may not be able to pass the screening test such as the navy and army require for the other type of work.

When he gets in the air he has something that coordinates and does the job. Now, we have coming up very shortly, which was mentioned by General Hildring a while ago, the fact that all men are not going to be promised that they are going to be officers. They may be good pilots, but they may not be good officer material. So those men during their courses, are going to be classified in eight different phases in the training, and in the final analysis, in what it scores and sums up to, and the recommendations of the commanding officers of the various training centers they have gone through will determine if they are going to be commissioned officers or flight officers. And when we get into the two-motor and four-motor stuff where the commanding officer is the pilot, it requires a higher education because he has more to account for, and he has the leadership of his crew. So I mean there is a graduating phase through it all there, and there is a job for all.

We took our mental screening, which we started in January, at 10-A. We are now into 10-B, which is the second type of screening, and we gave it to the graduating classes three weeks ago in the three different training centers, the Southeast, the Gulf Coast and West Coast. And we justified our method of classification in our reception centers as to what the boy was best qualified for from an aptitude test and classification through training. We found that the navigators passed in the top bracket, the bombardiers in the middle bracket, and the pilots the lowest, and then we checked back further and found the educational standards were proportionately that way.

General Hildring: It just occurs to me that my impassioned defense of the War Department's attitude as to education may have misled some of you gentlemen. While we do not give any specific credit to a man because of his education, I don't want you to feel that we don't have a very high regard for the necessity for educated men and the college graduate in the army.

In the ground forces, we have a need for electronics people, engineers, signal corps, personnel ordnance people and a number of other groups of men for coast and field artillery, and for our experimental personnel in weapons, in the infantry, the field artillery, in the coast artillery, in the signal corps. We have many berths in the commission ranks of the army which can only be filled by college

graduates, and from the point of view of the War Department, that is our primary interest in this pre-induction training course, in keeping these men in college. I think the best argument to the man who wants to go through college as a patriotic duty is to tell him that only through a college education can the individual qualify himself for these 35 or 40 thousand commissioned positions that we foresee in the army in the years to come, that in our opinion can only be filled by the college graduate. I believe that is the best argument.

In other words, of our 140,000 officers a year, we can get many of them below the college graduate level, but there will always remain those 35 or 40 thousand positions that can only be properly filled by the man who is a college graduate and that, it seems to me, is the real answer to the question, and I think it also clarifies any misunderstanding that may have arisen from my earlier remarks.

Dean Hunt: If a freshman says, "I want to wait until the end of the freshman year and see if I pass physics and mathematics," should he be urged to enlist or should you say, "Wait and see how you are coming along and try it the sophomore year?"

Dr. Barker: The 80,000 limit will take care of that.

Commander Davis: We are going to administratively say, as far as the V-1 is concerned, starting with your next incoming freshman class, that they are going to either enter the V-1 as a freshman, by amending your exams whenever it is to get this boy in, or they are not in. You have to do it the first semester.

Dean Croft: There is one point I probably missed in the earlier part of the discussion. Does enlistment in V-1 exempt a man from military science in a land grant institution?

Dr. Barker: That is a matter for you. He cannot be in the basic ROTC with his uniform supplied at government expense if he is an enlisted man in the navy reserve or marine corps reserve by law.

Dean Croft: Well of course by law, we have to train all of these able-bodied men.

Dean Barker: All right, now then in the joint plan that is coming out—I thought I took care of that.

Dean Croft: I have the rest of that now under the joint plan, but I missed that particular part. I know that these people have priority.

Dean Culley: Some of us have been a little disturbed over the general report of a lower type of morale in the fatalism and what might border on pessimism among some students. But I find in conversation among a number of the colleges represented, that that is not a true picture of the campus as a whole, and I just trust that the good gentleman from Washington will go back realizing that the students we are handling, certainly those I am dealing with, are red-blooded he-men

who want to do their utmost for the country, and they are not out to get what is a soft position by going through college, and I think the colleges as a whole do not want favors. We want to be in a position where we can be of greatest assistance to the country, and let the axe hew the line and the chips fall where they may.

Secretary Turner: Right along that line, we are still away from the biggest problem we have right here. Last week-end I spent three days in southern Illinois, and in the three days, with two or three other members of the staff here, we contacted some 5,000 high school students and we didn't get much of a rise out of them. Finally I said to a pretty good looking kid, "Are you planning to go to college next year?" He said, "Hell no, I am going to join the air force."

General Hildring: Well, we appreciate that predicament in the War Department, which as I said before, is one reason we are in this thing so hot and heavy. We want to preserve the American colleges and universities in the interest of our job, and if there is anything we have said here this afternoon that leads us to believe that we won't receive the whole-hearted cooperation of the colleges and universities, I regret the imputation, because with all of those educators with whom we have discussed the plan so far, we have gotten exactly the reaction and cooperative attitude that you expressed here.

It seems to me that I have learned something. It seems to me we have all learned something here, and that is this: That it devolves upon the armed services to cooperate with the colleges or perhaps lead the way in telling the youngsters in the country today that it is their patriotic duty to get into this plan and to carry it through, by going to college and enlisting in this particular movement, and that is one thought I shall certainly take back to Washington with me as a result of the opportunity of having conferred with you gentlemen today.

Dr. Barker: I would like to add one word to that. The problems of this civilization are not going to be solved entirely by military or naval action during the war. There is going to be the most difficult type of readjustment, world-wide readjustment, after this cataclysm. And if we in the armed services ruined the educational institutions of this country, we would be giving a dis-service to the country and to the world, and not a service.

It is your job to prepare these young men, not only for our service, which is a component part of the total war effort, but for taking a leadership in the problems that are going to face the population of this country after the war.

We have no business to dictate to you what you shall teach. We can ask that within certain limits you twist some parts of your program so that the men may be slightly the better prepared to take our work, but you have a duty to the people of this country to train the young men who are going to be our leaders in peacetime pursuits and lead

us out of the problems that are going to come out of this war. And if we don't help you, or if we encourage you too much to change your programs away from the normal program of education, then we have done a dis-service rather than a service, and I know that none of us want to see you twist everything into sheer preparation for military service.

We need for our service, rounded men, but the country is going to need them all the more after this war. (Applause)

Dean Gardner: I wanted to ask this question. It is rather minor. It is my understanding at the present moment that you cannot take basic ROTC at your own expense, that the army will not supply the uniforms and so forth. Am I correct about that? The 5th Corps so informed us.

General Hildring: Well, I don't know. Colonel, you are probably the best authority on that.

Colonel Sparks: If it is at their own expense, the government won't furnish it.

Commander Davis: In other than land grant.

Colonel Sparks: I can't say about that. If you want to take a basic course in other than a land grant school, I don't know.

General Hildring: I am sorry I can't answer that question. I don't know. I can get the answer for you though and send it out to you.

Dr. Barker: This was a statement that emanated from one of the divisions of the general staff and quoted certain provisions of the ROTC manual, which was given to us: "Any students enlisting in the navy V-1 or the marine corps enlisted reserve in inactive status, is not eligible for ROTC, but if the institution requires two years of basic ROTC for graduation, such navy or marine enlisted reserve man in inactive status may be permitted to take the basic ROTC training in the college, without expense to the government, and outside the quota established by the War Department for such institution. Students in colleges having a requirement of two years basic ROTC training, and not selected for advanced ROTC, will be permitted to volunteer for the navy V-1, after the Professor of Military Science and Tactics has selected the individuals to meet the quota for the advanced ROTC, but before March 1 of the second calendar year after the student's admission as a freshman."

Now, that the statement in quotation, was handed to the Office of Education, and was quoted in Bulletin No. 24 of the series that emanates from the American Council on Education called the Higher Education on National Defense, and you can find it in that bulletin.

Dean Moseley: A student in a land grant college has to take it as far as the basic law of Illinois is concerned. How then, if he has to take it, can he at the same time take it at his own expense?

Dr. Barker: He cannot, in a land grant required college. But there are other colleges in the United States that have required two year basic ROTC, that are not land grant colleges, and where it is not a legal requirement that he must take it—it is a college requirement. that he must take it—it is a college requirement. Cornell is handling that administratively until the joint army-navy program comes up.

I think all this question of the problem and the required two years ROTC, will be solved within the next three weeks to a month, when the next joint plan is announced.

Dean Watson: I am interested in this group who comes between the two million who pass the selective service physical and the one million who meet your enlistment standards, or an even larger gap if you lower your selective service standards, and have your V-7 standards somewhat higher, particularly in an engineering school. Is there any arrangement so that selective service will not take them and thus allow them to train for industry, or can the army make use of their technical training if it takes them in on selective service even though they do not qualify for officers' training?

General Hildring: The army is going to utilize, under our mobilization plans, all of the technical skills that we have. We have already been confronted with the proposition of men in the ranks of the army, or outside the ranks of the army who can't meet the physical standards for commissions in the army. I think those are the people you are talking about. We have recently instituted an innovation in our service. It has been in practice in the German army for over a hundred years. It is the civilian corps of specialists, with, but not in the army, such corps was created by an executive order within the last six weeks, and we intend to begin appointments in it within the next two weeks.

It will be known as the Army Specialist Corps. We foresee a very bright future for this Corps. The Corps will take care of those specialists in civil life whose services we need in the army, and who likewise cannot meet the officers' standards or whom it is not necessary to commission. They will be appointed in the Army Specialist Corps, so, as we see it, everybody is going to be provided for in one way or another, including the women, incidently.

Mr. Rubottom (U. S. Navy): These men are too unselfish to ask about themselves, especially the younger men here. But there are many assistant deans and there are many young teachers in these colleges represented by the men here, who are pondering the problem of whether there is a place for them in the procurement set-up.

You stated that a great deal of emphasis was placed on the progress of a man's profession. Progress of course, in many respects, means income. Assistant deans, as such, or young teachers, are not making a lot of money in most schools and universities. I think they

would like to know whether such things are taken into consideration when applications are gone over in your office for instance—the fact that teachers and people in educational institutions, for compelling reasons perhaps, go into that type of work, knowing they are not going to have the income that a young man will have in business—whether they will have a chance for commission, either in the navy or the army. Some of these men here are administrative officials other than deans of men in their institutions, and will be sought out by men in their institutions when they go back, seeking advice, and I think you might give them some information as to the place of young educators.

Commander Huntoon: By all means we need young educators, and while the statement is true to a certain extent that progress in civilian life is measured by income, we feel in the Office of Naval Officer Procurement, that that must be not only modified by the position you hold, but by the locality you are in.

Certainly in certain parts of the south, a man with a given ability, doesn't make the same amount of money that the same man with the same ability would make in the east or in the north. The opportunities are not there. That is all given due weight, and if there is the slightest doubt in anybody's mind, I suggest you write to your nearest Office of Naval Officer Procurement, where they will be only too glad to take up your questions as an individual case.

Dr. Barker: May I say just another word. I know there is another problem that may not be facing you as deans of men, but it is facing the deans of your colleges and the heads of your departments, and particularly is that true in mathematics and physics and chemistry, and that is the problem of the maintenance of your staff in order to be able to teach these mathematical and physical subjects which both the army and navy are asking you to do.

I am not at liberty to tell you how far our discussions have gone, but I would like to have you go back to your institutions, feeling that both General Hildring and I are not unmindful of that particular problem which faces you. I think maybe I am more unmindful of it than he is, because I am also a dean of a college at the present moment and am trying to do two jobs, and I know my own problem as Dean of the Faculty of Engineering.

We are giving that very serious consideration, and we hope that we will be able to tell you something about a method of handling the necessary replacements to carry on this load in mathematics and physics and chemistry and the subjects which we are asking you to give a little bit more attention to in the development of these officer possibilities for both the army and navy and air corps. But I cannot at this time, since there has been no decision. I cannot tell you what those provisions are, nor quite how far our discussions have gone, but I would like to have you go back, and I know General Hildring wants you to go back with a feeling that we realize your problem, and that we are

anxious to help you, and that we are striving to find a perfectly fair and just method by which the armed services can be of help to you, in the maintenance of that necessary junior bracket of staff, to carry on this program of instruction.

Dean Lange: May I make one comment that seems appropriate for the record. I would like our friends to know that we appreciate very much this display this afternoon of real, honest willingness to get together on the part of the various armed forces. It has been somewhat disappointing on the campus to see open competition of perhaps two branches the same night, trying to get young men in, telling the advantages of that particular service, and we do appreciate very much this evident willingness to get together and work, and we certainly want to work with you. (Applause)

General Hilldring: I want to assure you that we are no less appreciative than you are of this solid front, and I believe you can look forward to less apparent lack of cooperation in the future than we have had in the past.

Also, I want to say as far as the army is concerned, that I appreciate very much the opportunity to have been here this afternoon, and to have evidenced the cooperation of you gentlemen with the army in our common problem, the problem we came here to present to you this afternoon. I am sure Dr. Barker feels the same way for the navy. (Applause)

Dean Moseley: May I make a motion at this time. I would like to instruct the Secretary of the National Association of Deans and Advisers of Men to reduce the proceedings of this afternoon's session to mimeographed form, and mail it out to the members of this conference without waiting for it to be in the year book some months hence.

Dean Lange: I second the motion.

Dr. Barker:—I would like to ask for just one privilege in that connection. All four of us at least have had to speak very extemporaneously in answering your questions. I should like in the sense of making sure that every word in there is absolutely correct, for I know my own failings when speaking extemporaneously, I should like to have the opportunity of having the transcript sent to us first, so we may go over it. I don't mean by that to alter it, but to edit our language.

Dean Moseley: I will include that in my motion.

President Corbett: You have heard the amendment. I am sure that you all agree that we certainly want Dr. Barker and General Hilldring to have an opportunity to look over what they have told us. If there is no further discussion of the motion, all those in favor of the motion, will say, "aye"; opposed, "no". The motion is carried unanimously.

Dean Gardner: I don't like to impose upon the gentlemen any fur-

ther. They have been very gracious. Certainly I have received a liberal education, and most of us here are deans of men. But many of us come from co-educational institutions and the problem which I believe this country faces is a problem of morale. Something has to be done about the women in this country, something has to be done about them on the college campuses. They can undermine your V-7, V-10 or any other program, if they don't understand it, and I wonder—possibly you do not care to tell us—whether some efforts can be made to bring the young women of our campus, not possibly actively into the armed forces of course, but is there any method by which we may bring the women of our campus more currently into these programs? Possibly you do not care to discuss that.

General Hinkley: I spoke a moment ago of a sharp break with tradition in the creation of the Army Specialist Corps. There is one perhaps that is even sharper, and that is the creation in the army of a Women's Army Auxiliary Corps, and the same is true in the navy.

Both of those measures, both the army and navy measures have already passed the House of Representatives, and are now in the Senate on the calendar. We expect early action and favorable action on those two propositions.

Now, how we can work the women of the college into these schemes, I can't say yet, but I do believe we can arouse their interest in the army and the navy picture by some direct or indirect connection with them and their future in the W. A. A. C., or whatever corresponds to that in the navy. I admit that we haven't gone into that in the War Department, but I have gathered ideas here this afternoon from the remarks of you gentlemen. I will take these ideas back to Washington and see if we can weave the Women's Army Auxiliary Corps into the general problem. I can't say now, but we will think about it and we will study it.

Dr. Barker: I will say for the navy that the same thing is true for us. I am leaving here this afternoon to go to visit several other colleges where we are at least laying the plans so that if the Congress should pass the bill, we would be prepared to know what we were going to do in the question of training these women for the Women's Naval Auxiliary Reserve.

Dean Hubbell: As the time for closing our session approaches—I know that it does and I shall be brief—I have been perhaps not surprised, deeply gratified—I am somewhat of a taxpayer though a modest one—to find before us this afternoon, the people who really represent our government being so resourceful, and ingenious as they face their problem and as they put this thing up to us, urging the young men of the country to stay in the colleges.

It occurs to me that we will do a dis-service to winnig the war if we go home with less than a high resolve to be sure that we are

equally ingenious and courageous in facing our problems, and there are going to be some severe ones, in seeing to it that the men who do remain there are trained in the very best possible manner that we can train them.

I should like to express my appreciation, and if appropriate, make a motion that we do audibly, all of us, express our appreciation to these gentlemen for their work this afternoon.

President Corbett: Dean Hubbell moves that this conference go on record expressing their appreciation for the work done by our guests from the army and navy this afternoon. I am sure it will go down in the records of the Deans of Men, as perhaps the most memorable and historic meeting we have had. All those in favor of Dean Hubbell's motion will please stand.

....The audience unanimously arose and applauded....

President Corbett: We are very fortunate in having Dean Harno, Vice-President of the University here. I wonder if he wouldn't say just a word.

Vice-President Harno: Mr. Chairman, Honored Guests, Members of the Association: I have attended all sorts of meetings at various times, but this is the first time that I have ever attended a meeting of the deans of men of the country, and if this is typical, this afternoon's program is typical of the kind of program you have, I must say that you are the most high-powered organization that I have ever had the fortune of being with.

I do not want to say one word. I am indeed very, very happy to find a solution of a problem that has been confusing us here at the University of Illinois, a land grant university, and we wondered whether we were in the V-1 program, the army program, or just what we were in. We are confusing orders that were coming to us, and now I think I see a solution.

I can't conclude without saying that this, to me, has been a memorable occasion, and I am going away from it with greater confidence than I have ever had before in the intelligent leadership that we are having from our armed services. (Applause)

President Corbett: I think our Secretary has an announcement.

....Announcements....

President Corbett: The meeting is adjourned.

....The meeting adjourned at five o'clock....

ANNUAL BANQUET

Friday Evening, April 24, 1942

The meeting convened at eight o'clock, President Corbett presiding.

President Corbett: I think you have all enjoyed the banquet that we had. When we had our notices of the meeting to be held at the University of Illinois, we little knew what would happen in this country. I thought, after talking to some of the people after Pearl Harbor, that we might not have a meeting of the Deans of Men this year. It turned out that we have had, at Illinois, proofs that our meetings are very much worth while and needed.

I hope that there will be enough of our younger members left in the work of deans of men so that they may be with us another year. It is quite certain that we will have a meeting next year, because after our afternoon session I think we can feel assured that the institutions will be open another year, and that we will have a real job to do. And because of that real job, we will have to come back and get some of these folks to come back, to come and talk to us next year and help us with our program.

I know you will all agree with me that we have had a grand time here, and we have got a great deal out of our meeting. The University of Illinois has been very courteous and generous and helpful, and I want to take this occasion to thank President Willard for inviting us here. We hope that we may have the occasion some time to come back and visit you—that is, if we behave ourselves. The deans are supposed to look after their boys, but when they get out, sometimes they do some things we ask the boys not to do. (Laughter)

I would like to introduce some of our guests here this evening.

....As each of the guests was introduced, the audience applauded..

President Corbett: The people who are acquainted with fraternity history perhaps recall that at times we have had situations in the institutions of higher learning when the fraternity people and the college administrations did not see eye to eye. It is a case of there being two kinds of people in the world, the good and the bad, and the good determine which is which. (Laughter)

That, I think, was the situation in the early days, as far as fraternities were concerned. You know that the situation is quite different now, and through the endeavors of such men as Dean Clark and other pioneers, we have a very different spirit of cooperation between the social fraternities and the administration. The Interfraternity Conference has invited us year after year to attend their meetings, and given us a place on their program, and tonight we have with us the President of the National Interfraternity Conference, Mr. John M. MacGregor. Mr. MacGregor. (Applause)

Mr. John M. MacGregor: Mr. President, Ladies and Gentlemen: When I came to the Conference yesterday, I thought that I came in the role of a stranger; but I found so many friends of the Conference here that I gave up any idea of making a formal speech, in spite of the program.

I come to admire, even though I do not participate. One of my good friends has just returned from an extended trip to the section of the world which is now under fire. He told me of going into a back-woods part of India. He was interested in visiting one of their temples. As he stepped up to the door, there stood in front of him a man well-armed, one of those huge Sikhs, who are the fighting men of that section of the world.

The interpreter told my American friend that the Sikh said he would not be welcome. My friend said to him, "Tell the guard that I come to admire"; whereupon the guard stepped aside. And so I come to your conference here to admire, and after this afternoon's program I must say I am delighted to have come.

As you were congratulating the General and the other brass hats (laughter)—I say that with a very kindly feeling—I thought that you should have said to yourselves, "Congratulations"—illustrated by the little story that is often told (and I suspect some of the deans tell it) where some youngster had just been initiated into the Fraternity, and the good brothers had gathered around and said, "Congratulations to you"; whereupon the newly initiated brother said, "Same to you." (Laughter) I think you deans should have said that to yourselves today—"Same to you."

The thing that astonished me was the commitments that were made this afternoon. We have had a delightful guest in New York recently in the person of the Moderator of the Church of Scotland. Some of you may have seen his picture in "Life" Magazine. Let me digress for a minute and tell you a little story of that.

I am interested in St. Andrews Society, which is the old Scottish Society in New York. We had entertained the Moderator, and had asked him to give us an autographed picture. The President of my society presented the picture and asked him to autograph it. The Moderator said, "That's not the picture that was in 'Life'." (Laughter) He said, "The one in 'Life' was a much better picture." (Laughter) So Mr. Peake said, "Very well, we must get that picture." I hope he did.

This delightful guest told this story illustrating the trait of a Scot never to commit himself. No such commitments as we heard this afternoon would have been in order, and to illustrate that point he told of a Sassenach. To a Scot, that is a rather derisive term for an Englishman. He told of the Sassenach who determined to commit the Scottish boy to something. He said to Donald, "Donald, I had a bad dream about you last night. I dreamed that you were dead. Don't

you think that was very bad?" "Aye, but it could be worse, Sir."

"Not only did I dream that you were dead, but I saw you there in hell. Now don't you think that is very bad, Donald?"

"Aye, but it could be worse, Sir."

"I saw you there in hell suffering the tortures of the damned. Now, Donald, isn't that very bad?"

"Aye, but it could be worse, Sir."

"How?"

"It could be true, Sir." (Laughter)

Well, those commitments today, of course, show us the trend, show us the way, and I am sure that you deans who have been interested in the National Interfraternity Conference know that the Conference is thinking along the same lines as you deans have been in your Conference here. And to have these gentlemen who addressed us today lay out the long-range program is very encouraging.

The Conference, of course, has as its backbone—not the kind of backbone you were talking about, General, (laughter)—has its backbone the deans who are here in conference. We value your advice. Our Conference is the kind of organization that we hope it to be and urge it to be, chiefly because we have your good support, and your blessings from year to year. I would, of course, urge you to come, as you have over the years, and we shall make every effort to make you welcome when you do come.

Many of you have seen our latest report on the War Committee. It is a practical thing. That is the service that we hope to give to the fraternities. We have selected those things which we think are rather immediate. In that report there was not included the program which is under way now. It is simple, and I think very practical.

We have urged the fraternities of the country to present themselves in groups, in chapter groups, to the local Red Cross, in those cities where they have these blood banks, and each lad in that chapter to present to the Red Cross a pint of blood. Now, when you visualize 2500 chapters over the country, if that organization is carried out there will be a rather handsome contribution to that practical war aim. I am hoping, with Mr. Balfour, to have a conference not in the far distant future with some of the key men in Washington, to ask them specifically what the fraternities can do to further the war effort. If they will give us that, you can be very sure that we shall push it just as hard as possible, and make it as effective as we can.

I am not going to do more than intimate those matters that we urge on the fraternities of the country. We hope that we will have the support of the deans. Let me just read the last paragraph of that War

Committee report, as my closing comment: "The heavy emphasis laid upon science during the past two or three decades at all educational levels has produced, we believe, one most unfortunate and perilous result; namely, the development of a conviction among many college men that nothing is real, nothing desirable, nothing even tolerable, which cannot be presented in a graph, examined through a microscope, or subjected to the scrutiny and evaluation of the chemist or the physicist."

Now all of us know that every respectable fraternity on earth was founded on certain ideals, and exists for the perpetuation of those ideals in the lives of its members. It is very easy for older men who, as officials, determine policies and guide procedures in their respective groups, to lose sight of these two vital facts in their interest in statistics, reports, and machinery. The hour has now come to put the emphasis where the emphasis belongs—on our intangibles, on those spiritual values without which fraternities can today present to a tortured world no excuse whatsoever for their continued existence.

Who knows but that our whole fraternity system has come to the kingdom for such as this—has at last been given the opportunity of proving the value of its past contribution to education, and its right to continue to serve as a laboratory of forthright living. We can and must today enlist our members in a holy crusade for the finer things. We can and must make them see that ideals are the only hope of our war-torn race. We are ready to say, with the English soldier-poet, "Now God be thanked who hath matched us with this hour."

Thank you very much, Mr. President. (Applause)

President Corbett: Thank you for your message, Mr. MacGregor, and we appreciate the continued cooperation that we will receive from the social fraternities of the country.

It is a real pleasure to introduce the next speaker. He is a man of whom we all think a great deal. I was about to say he is a man we all love, but he isn't old enough to say that about him yet. But we have a great respect for him. He is a man who has been part of the backbone of this organization for a number of years. (Laughter)

This man is very much a part of the University of Illinois. He is a real dean—a real dean of men. He came to the University of Illinois, entered as a freshman, and as a freshman he worked in the office of Dean Thomas Arkle Clark. On graduation he went into the office for further work, and has been a member of that department ever since. When Dean Clark passed on, there was no better person to take up the work that he had started than Dean Turner.

He is a man who has been our Secretary-Treasurer for the past five years, and he is a man who has been responsible for this very fine program that you have had at this series of meetings. I take great

pleasure in presenting Dean Fred H. Turner, a real man among deans. (Applause)

Secretary-Treasurer Turner: Mr. Chairman, our Guests at the head table, and our Guest out in the room: John, we were more or less assuming something when we put into the program that we were going to give addresses here, because we are not. (Laughter) I am going to talk to you quite informally for a little while about the National Association of Deans and Advisers of Men, and tell some of the wives and some of the guests and some of the men who haven't been associated as long as some of the others, some of the things about the Association, just so you will have a little better picture of it.

I will have to refer to notes, because I want to use some dates, and I want to use some figures. You will not get a lot of statistics, but there are certain things I want to refer to.

This Organization was a product of the 1st World War, in this respect: In December, just before Christmas, in 1918, Bob Rienow at Iowa wrote a letter to Scott Goodnight at Wisconsin and said that the problems of the S. A. T. C., or the wreckage of the S. A. T. C., were so great that it might be a good idea to get a few of the deans together here in the midwest for a meeting, to see what could be done to pick up the pieces.

Scott Goodnight wrote to Dean Clark here at Illinois, and the meeting was scheduled for January 24 and 25, 1919. Six men met at the University of Wisconsin for the first meeting of the Association, and for those of you who don't know it, we have one of the six men here in Dean Leslie Reed, who is sitting over here. He was one of the six men who attended the original meeting at Madison. Dean Clark was not there. Mrs. Clark was ill and he was unable to go. The six men who were there were : Scott Goodnight of Wisconsin; E. E. Nicholson of Minnesota; Bob Rienow of Iowa; Leslie Reed of Iowa State Teachers College; Professor M. W. Smallwood of Syracuse University; and Professor L. A. Strauss of Michigan.

The topics at the first meeting were interesting. They included: Activities, Fraternity finances and initiations, housing problems, attendance problems, scholarship, and student self-government. We dug up the minutes of those original meetings, and we have them included in our records. No minutes were kept for the first two years, and then after that we began to print the minutes. But we did dig up the original minutes, so we have the complete record of the Association.

The second meeting was held here at the University of Illinois in 1920, and I was a junior in the University and a clerk in Dean Clark's office at the time. The nine men who met here met throughout the meeting in Dean Clark's office, and I think it would interest you to know that so far as I can recall, that was the first time the smoking regulation was ever broken, because we didn't smoke on the campus at that time, and

permission was given Dean Clark to allow the deans to smoke in his office during that meeting. (Laughter)

It is interesting to know where the Association has met. It has met 11 times in the midwest; it has met three times in the East; six times in the South; and three times in the West. The smallest meeting was the original Madison meeting, with six; and the largest meeting was the Madison meeting in 1938, when we had 164. But there was a joker in that--we had a lot of fraternity secretaries in. In fact, we held forth for an extra day, and it was quite a circus while it lasted. The average attendance has been about 85, and this meeting, on a bad year, has run higher than that. We have pretty close to 100 men here at the present time.

While we have met around the midwest quite a bit, we have had two meetings in Madison and this is the second here at Urbana, and these are the only two places where we have met twice. The three Eastern meetings have been in Washington, D. C.; Philadelphia; and Roanoke. The southern meetings have been at Chapel Hill, Atlanta, Fayetteville, Knoxville (Gatlinburg), Baton Rouge, and Austin, Texas. And the Western meetings have been at Boulder, Colorado; Los Angeles; and Albuquerque. The Albuquerque meeting was a great meeting. I will mention it again.

Now some attendance figures about who are the veterans in this Association. Stanley Coulter, who is retired, who was at Purdue, has attended 17 of the 24 meetings of this Association, and that is quite a record. Scott Goodnight of Wisconsin has attended 16, and Scott was the President in 1919 and again in 1928. Stanley Coulter was the President in 1923. Joe Bursley of Michigan is next, and Joe isn't here because he is having Honors Day today and he is the Chairman of the Honors Day Committee at Michigan. He has attended 15.

Vic Moore of Texas attended 14 meetings; and Jim Armstrong, who left the profession some years ago, attended 14 meetings before he retired. Dean Nicholson of Minnesota has attended 12; Dean Melcher of Kentucky, who is retired, 12; Don Gardner of Akron has been at 12; and Joe Park of Ohio State has been at 12.

Then Floyd Field of Georgia Tech; J. J. Thompson of St. Olaf; Louis Dirks of De Pauw; Dean Julian of South Dakota; Lobdell of M. I. T.; and Turner of Illinois, have been at 11. Leslie Reed has been at 10; and Lancaster, who is now Superintendent of Instruction for the State of Virginia, and a former President of the Association, attended 10. Those are the veterans. Some of them have dropped out of the picture. Some are gone forever, and some have gone on to other things.

We have had some interesting things in our Presidents and our Secretaries. Don over here was Secretary for six years--Don Gardner--and several other men have served both in the capacity of Secretary and President, later on.

There have been several resolutions in the record on the passing of members, and I would like to mention them briefly. I think we shouldn't have a meeting without mentioning them.

In the minutes of 1930, it is noted that the Grim Reaper has made its first call on the Association, and at that meeting resolutions were passed covering Dean Carl Engberg of Nebraska and Dean J. L. Richmond of Toledo. I never did know him at all. In 1932 we had resolutions in regard to the death of Dean T. A. Clark of Illinois. Then we had a span of six years, and in 1938 we had resolutions on the death of B. A. Tolbert of Florida, who died suddenly. 1939 was a bad year for us. We lost Dean Felix Massey of Tennessee; Professor L. A. Strauss of Michigan, one of the founders; and Dean W. D. Trautman of Western Reserve. In 1940 we lost Dean George W. Stephens of Washington University; and last year, 1941, we lost Dean James M. Hamilton of Montana State College.

At the present time we have four Emeritus members, and they are: Dean Coulter of Purdue, who lives at Lafayette and who retired in 1930; Dean Melcher of Kentucky, who spoke to us at Cincinnati last year, retired in '33; Dean Nicholson of Minnesota, retired in 1941; and Dean Culver of Stanford who retired in 1938.

We have had some good friends. Walter Greenleaf of the U. S. Department of Education never has been a member, but attended a good many of our meetings; and Alvan Duerr of the National Interfraternity Conference began coming to the meeting in 1927 and has attended a great many. He is one of our good friends; and we are certainly glad to have you here, John.

A good many of our members left the profession to go to presidencies and deans of other institutions. Jim Findlay, formerly a President, is now the President of Drury College. Max McConn has gone on; Rufus Rorem of the American Hospital Association; there are a good many we could name who have gone on to other things.

We have had some members of the Association who made themselves famous in other ways in the Association. Heckel of Missouri and Bursley of Michigan for years claimed the bridge championship of the Association. (Laughter) We have had two members who have always been the goads of the Association, one being Don Gardner of Akron, and the other Harold Lobdell of the Massachusetts Institute of Technology. They have given the razzberry at the proper moment; when somebody needed deflating they had the pin ready and deflation followed. It is too bad we couldn't have the double-barreled proposition this time. It's a good thing Don has been here, because somebody had to carry that end of the burden, and he has done it well.

Now there are some events in connection with the Association that I would like to refer to briefly. The 1928 meeting at Boulder, Colorado—something happened at that meeting that has made history for us.

Dean C. B. Hershey of Colorado College proposed the sectional meetings that we have used since. These sectional meetings that we had last night that we had to finally break up by chasing some of the sections out of the building here--it was proposed there and it has been used since. Those of you who went to Boulder remember how we started there in Boulder and went up the canyon, and when we got up to Nederland we got caught in the snow storm.

The 1930 meeting, the famous Arkansas Strawberry Festival remains in everybody's memory. We will never forget that. That was the first formal meeting of the wives who attended. Those who were there will remember the famous row that took place where Herb Smith and I were labeled the "Godless Deans" of Illinois. Some friends of ours from someplace to the west of us here got into the argument about whether or not a dean of men should deal very much in religion. Herb and I held forth on the theory we had no business trying to advise students on religion, and this man who came from the state to the west of us termed us "Those Godless Deans from Illinois."

Another thing happened at that famous Strawberry Festival--and it was a strawberry festival. We had somebody last night say he couldn't look at a strawberry for a year. A curious thing happened, and a number of telephone calls were made during the first night we were there, and some of our members were greatly disturbed, and some of the messages delivered over the phone were a little unusual, coming at the time of night they did.

I didn't attend the Gatlinburg meeting in 1931, but those who did attend say it was the best meeting we ever had. I think possibly the Roanoke meeting may have approached it, but people say no. Apparently what made the Gatlinburg meeting what it was, was just this good fellowship where no one worked very hard and most of the meeting was spent sitting around and talking things over. There has been a good deal of talk about going back to Gatlinburg as soon as the tire situation will let us.

The California meeting of 1932. I read the program about a week ago, and as far as I can see, that meeting consisted of going first to some surf club for lunch, and then a movie studio in the afternoon, and another club in the evening, and it must have been quite a meeting from the social standpoint. But a thing did happen at that meeting. That was the year when Don Gardner presented our first national survey of our own doing--what we were doing and why. I think that was a significant report for that meeting.

Then the Northwestern meeting in 1934--there was some history made there. At that meeting, the criteria of the National Interfraternity Conference were approved by the National Dean's Association, the report from the National Deans' Association helped to write it, and I think the stimulus that was put across at our Evanston meeting in '34 certainly helped along in the publication of that in the fall when the

National Interfraternity Conference met. Incidentally, as early as 1934, our Association was talking about what was known as the F. E. R. A., which has since come to be known as N. Y. A., and has had a lot of discussion.

Then none of us who were there will forget the '35 meeting, where Bob Rienow went in to visit with Huey Long, where Long had on his blue pajamas, where we went up to the Heidelberg Hotel where the machine guns were at the bottom of the stairs and the soldiers said, "Where are you going, and what for?" And Huey Long told us the great story which we have in our minutes of how he swiped the road-building fund, wasn't it,? and built Louisiana State University. It was a great story. (Laughter) We found Mr. Long to be a very courteous and friendly person, and a man who could use perfect English when he wanted to; but he gave us a good look at himself, and those who were around him at the Baton Rouge meeting. We miss Perry Cole, who was the host there.

At the Philadelphia meeting, Jim Findlay came forth with the first real description of an independent men's association. I remember we went out to Drexel Institute on Saturday morning and heard the first real story on organizing the independent men, and it was a good one. Jim has kept up that good work. It was at that meeting that we first heard this story by Aubrey Williams about the engineer who was out of work. We heard that from Aubrey for the next three years. He started out his speech with the same story. The last time he tried to tell it, we told him the answer before he got it finished, and he stopped it.

That was the year we went out to Swathmore for lunch with President Adloth and Dean Spaeth, and Dean Spaeth was showing us the new girl's dormitories. The dormitories for the girls are lovely buildings. They are one and two-story buildings, and every so often there is a living room where the girls can have guests, and a little kitchen off of them. We came to one of the doors, and it was locked. Dean Spaeth was irritated and he opened the door. As he opened the door, a couple untangled themselves from the davenport. Dean Spaeth looked a little funny, and Scott Goodnight said, "They do the same things here they do up at Wisconsin, I see." (Laughter)

Then the Texas meeting in 1937. There are two things that stand out about that meeting. One was Professor Cowley's, (now President Cowley) speech on the "Disappearing Dean of Men;" and the other was Herb Smith drinking a 16-ounce stein of Dr. Pepper. How he was able to do that, nobody could figure out.

I mentioned the extra day for fraternities that we had at the Wisconsin meeting. At the Roanoke meeting we had our second functional survey. We took Don's work of 1932 and repeated it, and found our work had changed quite a bit, and that, I think, has been one of the

good things about this Association. It hasn't hesitated to look at itself to see what it could do to improve itself.

Down at Albuquerque we spent a lot of time in arguing about a resolution on national defense. We had quite a discussion on that resolution, and I can't remember just how it wound up, but I believe we straddled the fence on the proposition before we got through with it. That resolution took too much time. That was a meeting noteworthy for hospitality. What a time we had there! The Bostwicks did everything possible to make it a good time, and a lot of work was done, too.

Then the Cincinnati meeting. I suppose next to the party at the Netherland Plaza, the thing that stood out was waiting for President Dykstra to arrive. Up to the minute he didn't appear, we had his train and plane reservations, but a week afterwards we got word that he wasn't coming. (Laughter) He didn't get there. Those are just incidents. I suppose we go on and tell a lot of them.

There have been lots of things in the Association that have been fun. There have been some things coming out of this Association. The Western Association of Deans of Men has been closely associated with us.

The Eastern Association came out of N. A. D. A. M. in 1929 at the meeting in Washington. The Eastern Association of Deans and Advisers of Men was formed by eastern men meeting with the National Association at Washington. The year 1934 brought forth an interesting resolution that has been followed to date, to the effect that this Association would meet alone and with no other organization, and they have stuck to that, and I think that is one of the reasons we have had such a close fellowship in it.

Our Committee on Coordination, which has done some good work--and we don't need to go into it--has done much to help good fellowship and good spirit between organizations of this kind. And before I quit, I want to read a verse that no meeting of this crowd should ever be held without, and I was afraid nobody would do it. This was Stanley Coulter's verse that has been repeated time and time again at these meetings. We had Vic Moore do it when Stanley couldn't come. I think it so well characterizes the spirit of the Association. Here it is:

"I never cut my neighbor's throat,
My neighbor's gold I never stole;
I never spoiled his house or lands,
But God have mercy on my soul,
For I am haunted night and day
By kindly deeds I might have done,
With unattempted loveliness.
Oh, costly valor never won." (Applause)

President Corbett: You will all agree that Dean Turner knows the organization of Deans of Men, and it was very refreshing to hear some

of these episodes that appear to last for years. Some of them I can appreciate, having been there. I also thank you, and appreciate your reading our creed.

Perhaps this isn't the proper time, but I couldn't help but think, when you spoke of cutting throats (laughter), about the yarn about the fellow in the barber's chair. The barber was doing a quick job on him and nicked him a couple of times, and he said, "My God, give me a drink of water." The fellow said, "What's the matter? Have you got hair in your mouth?" He said, "No. I want to see if my neck leaks." (Laughter)

The next speaker is Dean Matthew Thomas McClure, Professor of Philosophy and the Dean of the College of Liberal Arts and Science at the University of Illinois. I don't know the Dean very well, and I hope he will pardon me for this little story.

It seems that there was a convention, and the speaker had been going some time, and a man came in and sat down in the back of the hall. He said to the man next to him, "What is he talking about?" "He doesn't say." (Laughter) We will know what the Dean has to say. (Applause)

Dean Matthew Thomas McClure: Dean Corbett, Ladies and Gentlemen: The subject of my paper I shall leave until I get to the end. (Laughter)

At a large gathering of theologians, an estimable old lady exclaimed, "This is just heaven!" "No," said her friend, "there are too many bishops here." (Laughter)

This is the largest congregation of deans I have ever seen, and judging from the stories that are usually told about us, I doubt if this assembly entirely conforms to everyone's ideal specifications for paradise.

Now university professors seem to take the greatest delight in stories about deans, and I think this is probably an appropriate occasion for retaliation.

A professor was dismissed by a University Board of Trustees. His colleagues immediately came to his defense and demanded an explanation. The President received them very graciously, and said, "Well, this man was dismissed because he had degenerated mentally so much that even the professors were beginning to notice it." (Laughter)

Now since I have had at least some historical connection with the department of Philosophy, I should like to begin by quoting Plato. I don't remember his exact words, but the substance of them is this: "Institutions are not built on rocks and stone, but on human personalities." Although the folklore of student opinion may be to the contrary, I assume that you are human personalities.

If I understand rightly the trends of the times, the functions of deans of men are shifting from a disciplinary to an advisory basis. When Thales, the father of Philosophy, was asked, what is the easiest thing in the world to do, he replied, "To give advice." (Laughter) If I were asked, what is the hardest thing in the world to do, I would reply, "To take advice." I say this on the testimony of the young co-ed who complained that everything she wanted to do was either illegal, immoral, or fattening. (Laughter) Consequently, if the advice you give to students is to be taken seriously, your task is not as easy as it first appears.

I have known for a long time, in a general way, that Dean Turner was one of the busiest men at the University of Illinois. I dropped into his office about ten days ago to ask him just what it is that he does. He gave me a copy of the 1940 Proceedings of your National Association. There I found 52 distinct functions listed as essential; 51 as highly desirable; 48 as desirable; 39 that should be added; 23 as passively administered because assigned as expedient. (Laughter) I confess that my respect for the paternal, fraternal, maternal, eternal functions of the Office of the Dean of Men considerably increased. Back to my memory comes Desmond Powell's description of that patriarchal, Tommy Arkle Clark. (Laughter).

It is true that most of the functions described in the printed lists relate to extra-curricular activities. I do not in any way minimize the importance of such activities. What I hope to emphasize is that these activities should be viewed as an integral part of the student's educational experience. They are not just extra-curricular activities, unrelated to the student's main objective, which is to get an education.

It is here, it seems to me, that the dean of men comes into the educational picture. In the list of functions I referred to, the number one rating of essential functions was "social problems." To bring friendly and helpful advice to students in the solution of their social problems is according to your own rating the most important thing that you do.

Now I was much interested in this because it fits in with the view that any sound philosophy of education must be approached from a social point of view. Education is specialization in the art of living. This implies that the factors entering into the educative process such as teaching, learning, research, and extra-curricular activities are integral parts of a complex pattern of social and cultural events.

I point to one significant cultural change. In education all of us have seen the slow but sure disintegration of the aristocratic tradition. In an aristocracy, education was for the chosen few. Only those who were wealthy enough to have leisure, and presumably civilized enough to know how to use it, were thought worthy of education. But in the democratization of education, we have opened the doors of our colleges

and universities to all sorts and conditions of men. The mass of students forming the body of this great Leviathan are immature in taste, in morals, and in manners. Coupled with this fact is the growing tendency to shift moral and cultural training from the home onto the educational institutions. This gives to education a broader social responsibility, and increases immensely the things to be done. We are continually saying that the formation of proper social attitudes and social habits is as much a part of education as the formation of intellectual habits. And yet this is a responsibility that class room instruction has been very slow to assume. This tremendously important function falls in large part to the Dean of Men. He is, in the evolution of the student, shall I say, the missing link.

Let me now pass from the general to the particular. I have said that in our system of mass education students come to college immature in taste, in morals, and in manners.

(a) Taste. I suspect that our civilization will ultimately be what the majority of us most enjoy. To appraise a culture is to praise or blame the taste both of those who create it and those who accept it. It is a fallacy to say that there is no disputing about tastes. On the contrary, they are the only things worth disputing about. Years ago, Mr. Santayana warned the democracies against what he called "the rising tide of barbarism." If education is to meet its responsibility in a democracy, emotional as well as intellectual discipline is a necessity. It is just as important to know how to feel as to know how to think. It is quite possible for one to gain a mastery of knowledge and still be a barbarian.

I should be the last to say that contact with the subject matter of classroom instruction has no civilizing influence. It is largely what students do outside the classroom that marks them as men of good or bad taste. I thank heaven that the University of Illinois has outgrown the Hobo Parade, but when I listen to the soulful singing of the imbecilities at the movies, I confess to some doubt as to the value of education.

(b) Morals. There can be no doubt that students are in need of moral guidance. They need to have their thinking clarified regarding those ends and ideals which are the first principle of social life. I think at the present time there is need for the recovery of a spirit of moral idealism. I have the rather strong feeling that this spirit is for the most part lacking in our present student generation. Is it that our students have been fed up on idealism, or is it that they have become distrustful of what has been given them in the name of ideals? At any rate they seem to pose as disillusioned. Even with our country at war, they have no very clear conception of the ends in view.

The dispute as to whether virtue can be taught is as old as Plato. It may be that virtue is like happiness, and that the way to attain

it is not to aim at it. But the fact remains that when we are honest with ourselves, goodness is the thing we most admire.

There were five traits of character which were universally admired by the Romans: *gravitas*, *pietas*, *fides*, *virtus*, and *humanitas*. By *gravitas*, they meant dignity, a certain noble bearing. It is in part the equivalent of Aristotle's highmindedness. By *pietas*, they meant a kind of reverence for high sacred things, including love of God and of one's country. By *fides*, they meant loyalty to friends, to worthy causes, and to ideals. By *virtus*, they meant physical and moral courage. By *humanitas*, they meant an appreciation of human values.

These virtues are not traits of intellect. They are qualities of character. As such, or at least such corresponding ideals as are suitable to American life, they are the guiding principles for anyone whose essential function is to advise students on social problems.

(c) Manners. One noted scientist is reported to have said that he had given up the idea of trying to make gentlemen out of scholars, and that he was now trying to make scholars out of gentlemen. I suppose in the main that American education has abandoned its aim of producing gentlemen. Whatever training our students get in the way of social amenities is a by-product of their ability to resist the crudities and vulgarities all too freely exemplified in a society on the make. This is a hard saying, but I believe it contains an element of truth. As someone has said, our plutocrats are at their ease only when they are vulgar. We do not live in a society characterized by an upward surge of the proletariat. I freely admit that this is a social gain. To change the log cabin into a salon is a progress in economics; it is not a progress in culture unless there is a corresponding change in spirit. There is no reason why the ditch-digger should not have the spiritual qualities of a gentleman. Exclusiveness was never the ideal of aristocracy; on the contrary, it was its weakness. In the progress of democracy, machines have made every man a king; universities have made every man a scholar. What remains to be done is to make every man a gentleman.

I point to only one illustration of student manners. I do not know whether to class it as bad manners or bad taste or bad morals. From the standpoint of ultimate consequences, it may even be bad logic. I refer to the widespread habit of displaying affection in public. It is a pity that the college campus is but little better than the Fifth Avenue bus.

Taste, morals, and manners are not subjects about which we express judgments that are true or false. They fall within the category of things that are admirable or contemptible. They thus fall outside the conventional pursuit of knowledge, which is for the most part the aim of classroom instruction. To quote Alexander Meiklejohn: "To see American life in terms of aspiration and disappointment, to

measure it as admirable or contemptible—that is the one really important approach to the understanding of the nation. Other ways of thinking may serve our partial, superficial purposes. But no one of these finds its real meaning except as it leads down to the spiritual life of which admiration and contempt are the defining terms.” The validity of these values springs from man’s inner sense of moral dignity and self-respect. More important than the problem of verifying the validity of taste, morals and manners, is the problem of cultivating them.

What I have been trying to say is that in the process of democratizing education, ever increasing demands have been placed on educational institutions to do more and more for students. I strongly suspect that, either consciously or unconsciously, it was to meet just this situation that the office of the dean of men was created. In trying to envisage the primary function of that office, I have selected three major non-academic disciplines in which, in my judgment, the student is most in need of guidance. Although they are in a sense non-academic, they are nevertheless essential parts of the student’s total educational experience, for his education is successful to the extent that he is able to achieve intellectual, emotional and moral maturity.

All of this has been by way of introduction. Now at the conclusion of my remarks I come to the main topic which Dean Turner asked me to discuss my conception of the ideal dean of men.

In dealing with social problems, the dean of men is in contact with the student at the point at which the issues of which I have spoken are real and crucial. The student’s problem arises in a context where personal guidance and advice mean something in the concrete. This places the dean of men in a privileged position.

My ideal dean of men, therefore, is one who is himself, first and foremost a gentleman, and able to inspire gentlemanly conduct in others. I mean “gentleman” in the widest and best sense of the term, and not in the sense of a frivolous pursuit of etiquette. He must know good music, good art, good conversation, good manners, and have a personality capable of a sympathetic transfusion of discriminating taste and refined sensibilities in those with whom he shares his experiences.

Socrates said that he had spent his life looking for a man who could teach virtue. He never found him. He expressed the hope, however, that tomorrow, God willing, he might be found.

Is it too much to hope that, in the ideal dean of men, we might find the end of the Socratic search?

And now, in concluding my conclusion, if I seem to have forgotten that this is a banquet, and have substituted homilies for conviviality, may I recall the old Greek adage which says, “I hate a man who will

drink with me and remember what I have said." (Applause)

President Corbett: We thank you very much for the helpful, thought-provoking address that you have given us, and we consider it a valuable contribution to our minutes of this meeting.

The speaking program is finished, and you will note that we are the guests of the faculty of the University in the Ilini Union, at the Faculty Dance, in the ballroom. I think that concludes our program.

. . . The meeting adjourned at nine-ten o'clock . . .

SATURDAY MORNING SESSION

April 25, 1942

The meeting convened at nine-fifteen o'clock, President Corbett, presiding.

President Corbett: The meeting will come to order. You know we have made a number of changes in our lineup. We have another change in this morning's program, inasmuch as some of the members find it necessary to leave before twelve o'clock or twelve-thirty. We thought it advisable to have our business meeting first, and then turn the meeting over to the panel group. I think John Moseley has a matter that he would like to take up.

Dean Moseley: Mr. Chairman, I only wanted to take a minute for a show of hands. I had a telegram yesterday from a university in the middle west, asking for some dope on the quota system, and I don't know that I have ever seen that thrashed out in any of our proceedings, or even in the National Interfraternity Conference. I would like to know how many schools here have restrictions on the number of men that can be pledged or the total number of membership in fraternities. Suppose we take both at once. How many have some sort of quota system? (6 raised their hands) How many restrict total membership in fraternities of those six—total membership? (2 raised their hands) How many restrict pledges? (4 raised their hands) Thank you very much.

President Corbett: I think there is some other member who had a matter that he wanted to bring before the meeting, relative to fraternity matters. We can give him the opportunity now. Apparently that has been taken care of. Dean Cloyd, I think you had a matter that you wanted to discuss.

Dean Cloyd: In view of the very fine cooperation that we have received from the War Department and the Navy Department, and that they released to us some material that was in advance of the regular time, and the splendid meeting we had yesterday, I move that our Secretary be asked to word a satisfactory statement to both the War Department and the Navy Department, stressing our appreciation and the continued support, or rather our offering of support of the National Association of Deans and Advisers of Men to the army and the navy in their program of including college men. I think our Secretary will be able to put that in much better form than I have, but I so move.

Dean Newman: I second the motion. I wonder if we couldn't include in there that we offer our services both as an Association and as individuals if needed.

Dean Cloyd: That's right.

President Corbett: You have heard the motion made by Dean Cloyd. It has been properly seconded. Is there any discussion of the motion?

Dean Bostwick: Mr. President, shouldn't that be included as one of our resolutions offered by the Resolutions Committee, or do you want that as a separate thing?

Dean Newman: We would like to have both.

Dean Cloyd: I thought it probably would be better to have a separate thing because the Resolutions Committee is going to bring in something about it. I think that would be all right.

President Corbett: Any further discussion? All in favor of the motion indicate by saying, "aye"; those opposed, "no." The motion is carried unanimously.

I am very sorry that Dean McCreery was unable to be with us, and appear on the program Thursday afternoon to report for the far west. Our Secretary has received a letter from Dean McCreery, and I think if you will bear with us for a few moments, perhaps Fred might give us a few of the highlights of the paper.

Secretary-Treasurer Turner: Mr. Chairman, Members of the Conference: This letter is much too long to read. It is a big, long affair, and while I don't think we will want to include the complete report in our minutes, there is one thing in it that, if it is edited a little bit, should get into the proceedings of the meeting. It is pretty much the same type of report that our other regions had.

I think the most important item is where he says: "One of the problems prevalent on the Coast which might not appear in other parts of the country is that of Japanese evacuation. We have a number of American-born Japanese students whose parents are living in the combat areas on the Coast. I should explain that Pullman, the state college of Washington, is about 350 miles from the Coast, so we are not in the combat areas. I doubt that a week goes by but what these students come in to discuss family problems. One boy at Easter-time went home to Seattle to help make arrangements for the evacuation of his family, and was unable to get back to school for a week, because of the army ruling that no Japanese people could leave that area. By a great deal of wiring back and forth, we finally got him permission to return to school. Some Japanese have come over into this area and they are being well received. We regard it as a responsibility which we must accept as it will be to the advantage of loyal Japanese as well as to the government to get them away from the Coast."

The thing I would like to add to our minutes though, that marks this as a different paper, is that Mac has a lot of excerpts from letters from boys in the Service which he had added. It is much too

long to read, but with your permission, I am going to edit this some, and add it to our minutes. It will make a very interesting addition, I think. Some of the boys are pretty happy, and some of them are not happy, but it is well worth adding to the report, so with your permission, I will do that.

President Corbett: Dean Manchester has been wrestling with the resolutions to be presented to you, and he is now with us. I will ask Dean Manchester if he will report for the Committee on Resolutions.

Dean R. E. Manchester: (Kent State University): Dean Turner called just as I was having a young man help interpret my notes, and get them in typewritten form, so I will try my best to read some of these resolutions for you, with the understanding that I shall check with Fred to get all the names in with the proper spelling, and not omit any important person.

The first resolution has to do with the raising of dues, and reads as follows:

"Whereas, the costs incident to administration have advanced, therefore be it

"RESOLVED: That an amendment to the constitution be passed to change the wording of Article III, Section 3 which now reads, 'The dues shall be ten dollars per year payable on October 1st of each year,' to read as follows: 'The dues shall be twelve dollars per year payable on October 1st of each year'."

I move the adoption of the resolution.

President Corbett: You have heard the recommendation of the Committee on Resolutions relative to the increase in dues. This comes forth as a motion from the Committee.

Dean Schultz: I second the motion.

President Corbett: Is there any discussion on the motion? All in favor of the motion indicate by saying "aye"; opposed, say, "no." The motion is carried.

Dean Manchester: The second resolution reads:

"WHEREAS, illness has prevented the following Deans of Men:
Stanley Coulter, Purdue; Christian Gauss, Princeton; Scott Goodnight, Wisconsin; E. E. Nicholson, Minnesota; Donald

Moyer, Cornell; Victor Moore, Texas; C. R. Melcher, Kentucky from attending the Convention, and

"Whereas, These men have given valuable service to the Association, be it therefore

"RESOLVED: That telegrams be sent to each Dean expressing

regret that circumstances prevented his attendance and carrying greetings from members assembled."

Dean Cloyd: I move its adoption.

. . . The motion was duly seconded . . .

President Corbett: All in favor of the motion, say, "aye"; opposed, "no." The motion is carried.

Dean Manchester: The third one is a thank you resolution, and as I said, I shall check with Fred to be sure that we have included all persons and organizations. It reads as follows:

"Whereas the arrangements and programs of the annual Convention of the National Association of Deans and Advisers of Men have been carefully prepared and efficiently executed, and

"Whereas every effort has been made to provide for the comfort and pleasure of visiting delegates, be it therefore

"RESOLVED: That the National Association of Deans and Advisers of Men express sincere thanks to: President and Mrs. Arthur Cutts Willard, Dean and Mrs. Fred H. Turner, Miss Irene Pierson, Social Director of the Illini Union, Dean Rexford Newcomb, Verne Kretechmer, Director of the Illini Union, Mr. Stewart Daniels and members of the A. T. O., members of the faculty of the University of Illinois, the editors of the 'Daily Illini,' the 'Champaign News Gazette,' and the 'Urbana Courier,' Mr. John M. MacGregor, Mr. Arthur Watson and Dean Matthew Thomas McClure."

Let me say that I will check this carefully to be sure that we have not omitted anyone.

President Corbett: You have heard the resolution.

Dean Park: I move its adoption, Mr. Chairman.

. . . The motion was duly seconded . . .

Dean Lloyd: It seems to me we have been benefitted materially by the members of Dean Turner's staff as well. It might be well to add Dean Turner and his staff of assistants.

President Corbett: We certainly appreciate the hospitality that has been shown us by the University of Illinois and Dean Turner, and we appreciate the work that he has done.

All in favor of this resolution indicate by saying, "aye"; opposed, "no." The motion is carried.

Dean Manchester: No. 4: "Whereas, this convention has been honored by the presence of distinguished guests and visiting speakers, be it therefore

"RESOLVED: That the National Association of Deans and Advisers of Men express appreciation to the Departments of our National Government and to the branches of our Military organization; and be it further

"RESOLVED: That special expressions of appreciation be sent to Mr. Clark, representing the Treasury Department, Commander T. C. Huntoon, Director of the Office of Naval Officer Procurement, Major John E. Ayling, United States Army Air Corps, Dr. J. A. Barker, Special Assistant to the Secretary of the Navy, General J. H. Hildring, United States Army, Commander Bert Davis, Bureau of Navigation, and John Sandberg, United States Marine Corps."

Dean Gardner: I move the adoption of the resolution.

. . . The motion was duly seconded . . .

President Corbett: All in favor, say, "aye"; those opposed, say, "no." The motion is carried.

Dean Manchester: No. 5: "Whereas, our nation is now engaged in the prosecution of a war of offense against strong and vicious enemies; be it therefore

"RESOLVED: That the National Association of Deans and Advisers of Men express the desire and determination to render full and efficient service to our nation in all possible ways, and to offer the facilities of the university and college personnel offices to those selected to carry out the various activities connected with the present emergency."

Dean Stratton: I move the adoption of the resolution.

. . . The motion was duly seconded . . .

President Corbett: All those in favor, indicate by saying, "aye"; those opposed, "no." The motion is carried.

Dean Manchester: No. 6: "Whereas, the nation has set up a program for financing the war through the voluntary purchase of stamps and bonds; be it therefore

RESOLVED: That the National Association of Deans and Advisers of Men express a determination to support the sale of stamps and bonds, not only within student groups, but within community areas as well."

I move the adoption of the resolution.

. . . The motion was duly seconded . . .

President Corbett: You have heard the motion. All in favor of the motion, say, "aye"; opposed, "no." The motion is carried.

Dean Manchester: No. 7: "Whereas, the war effort has necessitated and accelerated college program, which requires that a student remain in almost continuous registration throughout the calendar year with the incident increase in expense to him; and

"Whereas, he is deprived of an opportunity to earn needed expense money during the summer, and in many instances during the period of his registration in school because of his increased load, and

"Whereas, many such students who are performing academic jobs are in great financial need, and

"Whereas, it is desirable for such needy and deserving students to pursue their course of training to completion in the interest of the nation's war effort; be it therefore

"RESOLVED: That this National Association of Deans and Advisers of Men, in view of the lack of other possible satisfactory sources of financial aid, recommend to the United States Office of Education that it seek funds from the National Government and that these funds be allotted by the United States office of Education to the colleges and universities for the purpose of awarding scholarships to qualified students for the purposes indicated above."

Dean Lloyd: I move its adoption.

. . . The motion was duly seconded . . .

Dean Stratton: Is this business of scholarship precluded--who should have these loans? It seems that it is going to be a terrific job for the Dean of Men's office.

Dean Gardner: I wonder if the Resolutions Committee would change the wording there to the fact that the Associations report for the needy students and then you will cover all these angles and you won't get into a long argument about a scholarship loan or N. Y. A.. instead of specifically stating scholarship. You want me to move to amend it, Mr. Chairman, that the word "scholarship" be stricken out, and the "needy students" phrase inserted? I don't know exactly how to word it, because I don't have it before me.

President Corbett: You have heard the motion to amend. Is there any discussion on that?

Dean Lloyd: As I recall the trend of the convention yesterday, it was not necessarily a mixture with the N. Y. A. funds. Of course we already have the funds for needy students under N. Y. A. I believe we had more of the scholarship idea in mind--specifically scholarship--not loans, not N. Y. A., but really scholarships.

Dean Park: I would like to support Don Gardner's point in making this a general rather than a specific recommendation. We are all familiar with the fact that there is a contest on now between the

N. Y. A. Administration and the Office of Education, as to who shall handle funds, and I think we shouldn't put ourselves in either camp, merely accept it from wherever it comes.

President Corbett: Are there any further comments? If not, voting on the amendment. All in favor of the amendment presented by Dean Gardner, say "aye"; all opposed, say, "no." The motion to amend is carried.

Now we will take up the resolution as amended. All those in favor of the motion amended, say "aye"; all those opposed, say, "no." The motion is carried.

I wish to thank you, Dean Manchester. I am sorry that it seemed necessary to hurry you in the presentation of the resolutions.

Now, the Committee on Nominations, Time and Place--Dean Schultz reporting.

Dean Schultz: Mr. President and Members of the Association: As to time, there seemed to be a general feeling on the part of the Committee that we might do well to meet a little bit earlier next year. We suggest therefore, to the Executive Committee, that they think about that, in view of the situation created by accelerated programs.

As to place, we had a number of invitations, some of them from Chamber of Commerce and hotel convention bureaus. We had a very cordial invitation from Dean Park to meet at Ohio State, that is at Columbus, and from the University of Michigan from Dean Olmsted, and of course we have this very handsome commission to appear in Los Angeles, which you see on the easel before you. Earl Miller has urged the central location of Los Angeles as being one element in favor. (Laughter)

In view, however, of the uncertainties, particularly with regard to transportation, the Committee feels we should meet in a place centrally located, and one that we can be as nearly certain as possible to get to by rail. Several places were mentioned as having such qualifications, however, since Columbus was in the list of communities inviting us, we suggest that the matter be left open for decision, final decision by the Executive Committee, thinking of a certain location, rail facilities, and the position of Columbus. Columbus is in Ohio, by the way. (Laughter)

The Committee would like to have presented for nomination for the office of Secretary, our own very efficient Secretary, Fred Turner, but we are unable to do that. Fred was elected for three years, and this is only his second year.

For President, we place before the meeting the name of Dean Joseph A. Park of the University of Ohio; for Vice-President, Assistant Dean Arno Nowotny of the University of Texas.

Dean Gardner: I move the adoption of the report

Dean Manchester: I second the motion.

President Corbett: The motion has been made and seconded that the report of this Committee be adopted in toto. All those in favor, say, "aye"; all those opposed, say, "no." The motion is unanimously carried. (Applause)

President-Elect Park: Gentlemen: I have been attending these conventions for some fourteen years. I have often wondered, after listening to the report of various nominating committees, how in the world they ever arrived at the decisions they made. (Laughter) I am still somewhat puzzled. I had assumed that when a man was chosen for this position, he would be asked beforehand, whether he would accept. This committee apparently assumed that that was not necessary, and again they were correct. (Laughter)

It will be a real pleasure for me to serve you. As I have observed the operation of this Association, presidents come and go, but secretaries go on forever. Don Gardner, over a long period of years, did a magnificent job, and you all know what fine work Fred Turner is doing at present. I expect to rely on Fred, as I am sure my predecessors have.

It will be a real privilege and pleasure for us to entertain you at Columbus, if you decide to come, or your Executive Committee decides for you, as I understand they are expected to. (Laughter) Columbus has some advantages. We do have 17 Ohio people here, and if they are given a chance to vote to save their tires and transportation money, they will swing the convention for Columbus.

Let me say seriously, that I will do the best I can, and I covet your support in making this Association better and finer and more useful as the years go on.

Thank you again. (Applause)

Dean Gardner: I would like to hear from the Vice-President-Elect. (Applause)

Vice-President-Elect Nowotny: Mr. Chairman: Fred Turner did something last night that I think he ought to do every year, and that is to review our history from year to year. It won't be long before a lot of us people are old-timers. I have attended I think about nine or ten conventions. That made me realize that I was getting along. I have only seen 42 summers and I had a lot of hard winters between. (Laughter)

Twenty years from now, when old man Nowotny gets up to speak, a lot of youngsters from Ohio State and Akron will tell about the good old days and the festival at Urbana, and the drunken

brawls at the Illini Union meeting, and I will remember three things: The wonderful meeting yesterday afternoon that gave me renewed faith and confidence. It was something that I had a lot of doubts about. Then I want to carry back with me the meeting at the A. T. O. House yesterday afternoon; and then Fred Turner's delightful array of reminiscing.

So, I am going to reminisce and remember that you picked on a country boy from deep in the heart of Texas. They had to put shoes on me when I first came to the university, and you have paid me the honor which I didn't deserve, but which I appreciate deeply. (Applause)

President Corbett: We have stolen fifty minutes of the time belonging to this panel group, and we will go on now to the program, and will take up for the rest of this morning's meeting, the panel discussion by the assistant deans of men, that we have found very much worthwhile. Dean Nowotny, Chairman of this panel discussion, will you please come forward.

. . . Dean Nowotny assumed the Chair . . .

Chairman Nowotny: I would like to introduce the members of this panel, because I don't think you know them, Bill Blaesser from Wisconsin; Glenn Giddings from DePauw; George R. Heath from Michigan State; and "Goldy" McConnell from Illinois.

We appreciate Fred Turner's help on this. He helped us organize the panel. Fred has done everything at this convention. He has given us the key to the university. But we are going to approach this thing first from a positive standpoint. We may get in a fight up here, and Joe Park will have to come up here and referee this thing. We want to mention some positive qualities that a dean of men ought to have, and then traits he ought not to have, and then maybe end up with a few criteria. There is a good word and will look good in the minutes. There is just this final word and then I am through. The Chairman is not going to do any talking. Nobody has a speech. But there is one thing we must have and want. If you want to let us down, just refuse to ask questions from the audience. We want lots of heckling. If you don't like anything we say, just say so. You don't even have to stand up and give your name. We don't care who you are. We will take you on.

But seriously, If I may say this finally in introduction, the older I grow the more firmly I am convinced that the permanent values in a job of this kind, any permanent values cannot be measured in test tubes or by milligrams or millimeters. I would be embarrassed right now if you would ask me to conjugate some Latin verb. But the things I have learned from Stanley Coulter and Tommy Arkle Clark as a youngster in this convention, and other old friends, are things I will never forget; and I would like to believe that one of the qualifications I learned from Stanley Coulter is the idea of seeing the view-

point of youth, when he said to us that a real dean of men loves youth, because he works with them, and he retains some of their idealism, some of their courage and some of their daring.

From those words, we are going to see what a dean of men is going to be like. "Goldy," I am not going to ask you to say the first word, but I would appreciate it if you would cut loose.

Dean G. A. McConnell (University of Illinois): I have a good brief definition of what a dean of men ought to be. It seems to me he ought to be a doctor, lawyer, merchant and a thief. As a matter of fact, he probably is a thief, because he steals credit for all the things the students do and steals other personnel work from other personnel departments. Does that answer your question?

Chairman Nowotny: O. K. Does anybody want to argue against this? I make this observation, that vagueness is not a sign of profundity. Let's be specific.

Dean Hubbell: I would like to hear a definition of thief.

Dean McConnell: The man who steals the thunder of students and other faculty people. The dean of men has not only to deal with students, but he has to get along with faculty people and heads of colleges, so he has to be a genius in a mild sort of way, and of course, all assistants must be double geniuses.

Chairman Nowotny: Now, this man, Tommy Arkle Clark that we honored the other night, always mentioned something about a sense of humor. Have you any illustrations of what Tommy Arkle Clark might have meant by that? And Dean Coulter always mentioned this idea of service to youth—sympathy and patience. I am trying to mention some words to get a rise out of somebody. Bursley made the statement in one of these discussions, that it wouldn't hurt some of these old Deans, to have a wife. But if they got the wrong kind, they were out of luck. But a good wife is a qualification for a good dean of men.

Dean G. R. Heath (Michigan State College): I think as far as the dean of men is concerned, that there are two specific qualifications that we should consider; that is, social ability, and also we think we should bring in somewhere an I. Q. It isn't necessary to be a Rhodes scholar or Phi Beta Kappa. It is awfully convenient to be a good scholar, but I do think that some of our deans of men in the past and present, perhaps, have been selected a little bit too much on the basic social abilities. To me that is a very strong point.

Chairman Nowotny: You would add intelligence as a qualification for a good Dean of Men?

Dean Heath: Yes.

Dean McConnell: You are talking about personality.

Dean Heath: Personality and intelligence.

Chairman Nowotny: Common sense would be included, not one of these guys who use those big four-bit words all the time.

Dean McConnell: You wouldn't call scholarship a disability would you?

Dean Heath: Absolutely not. It is exceedingly convenient to have plenty of intelligence, and of course the dean of men has to have it. I do feel that a dean of men, no matter how old he may be, has to put himself back in the very shoes of the students from time to time.

Chairman Nowotny: All right. I think that is a good point.

Now, Bradshaw, in the 1940 minutes of the Albuquerque meeting, had a paper that we all enjoyed, something about the philosophy of the dean of men. He brought in the idea of what he thought a good dean ought to be. It started that old argument about whether a dean of men is made or born. That may tie in with this intelligence angle, that you either have it or you don't have it, but you needn't be afraid of studying a little bit, and this convention is a form of adult education—it is to me.

Dean McConnell: That is assuming you are an adult. (Laughter)

Dean Glenn W. Giddings (DePauw University): Are any holds barred in this?

Chairman Nowotny: No.

Dean Giddings: Would it be all right if I talked a little bit about some questions that have been interesting me since I became acquainted with some members of this group? Two of the three questions I think have been pretty well answered. I don't know how long "Shorty" has been an assistant dean of men. Some years, isn't it. Someone told me that at one time he was a very tall, sylph-like young man, but being under the dean of men as long as he has been, look at the result. (Laughter).

I am a little worried about the future there. Another question I have had, I think was answered last night when I learned that Don Gardner had been secretary of this organization for six years at one time. That meant, I suppose, that he had to sit up front and couldn't pan the speakers while they were speaking, so now he sits back and does it during the program.

Another question that I still haven't answered is where "Foots" Newman got his nickname.

Chairman Nowotny: You want to know whether big feet are good qualifications for dean of men?

Dean Giddings: Yes.

Chairman Nowotny: It helps.

Dean Giddings: Speaking seriously, I looked over some of the old minutes a day or so ago, and read a paper by Stanley Coulter and another by Don Gardner, and some of these others, and it was sort of comforting to me to do that, because I found that these men emphasized the thing that I have felt all along since I went into the work as assistant dean of men, that confidence in youth, and interest in students as individuals are prime requisites for work as a dean of men.

This business of considering students as individuals appeals to me very much. A couple of years ago I read a book—I have forgotten just which book it was now—in which I read a sentence like this: "Every student has a right to be known as a complete individual by someone on the campus." That someone, I think, probably usually is the dean of men in the case of men students. So I should regard as a primary requirement for the dean of men, this interest in students as individuals and a sympathetic understanding with it.

I don't know how it is accomplished in large schools, how we get acquainted with the students as individuals. In my own situation, it is relatively easy to work out a scheme for getting acquainted with students, but in large student bodies where there are thousands of men students, I frankly don't know how that is accomplished or whether as a matter of fact, that is part of the philosophy of the dean of men in large institutions.

Dean Heath: I might say a word on that. That is tied in with social education that the dean of men either has or acquires in his position. I do think that it is exceedingly necessary for the dean of men to spend many evenings out in social functions with the students, in organization work, sitting in as a adviser, or just as a participant in organizations, and not to refuse too often to go to the various social functions such as dinners at fraternity houses, residence halls, and other functions that take place on the campus from time to time.

I do feel that it is exceedingly necessary for him to do that, and when he does do it, to really enter into the program. We have active and passive individualities. I do think that it is necessary for him really to take an active part.

Dean Willard W. Blaesser (University of Wisconsin): What would you say about the dean of men assuming a patriarchal attitude toward the students and sort of controlling their activities too much? What policy should our typical dean of men or ideal dean of men follow, or what shall be his attitude in working with these students? Shall it be that a counselor or shall he consider himself a director, a supreme father for the campus?

Dean Heath: To me he should definitely take the role of an ad-

viser, practically all the way through. I have discussed that considerably with numerous people, and right along that same line, I do feel that one of the roles of the dean of men's office is to get maturity in the student, to produce maturity, in other words, outside of the textbook. We have too many students going out of our institutions who can answer questions out of the textbook, but when they are questioned outside of the textbook, they are usually put in the corner, and it is our place in the dean of men's office, to assist in that particular work just as much as we can, and we cannot do it by telling the students what to do, and partially doing it for them. We have to give them a chance.

Chairman Nowotny: Didn't we get that last night when Dean McClure mentioned something about that the easiest thing to do is give advice and the hardest thing is to take it? I have heard the phrase mentioned by the old-timers--"Be a good listener." Doesn't that enter into it?

Dean Heath: I do feel that the students should be given a chance to participate actively. There are too many of our administration, and other people on the faculty, who will give students a chance to do something, but they always have some strings on it, and those strings are pretty obvious in most cases. We have had some very good examples of that on our campus just recently, and we are trying to produce a feeling of responsibility toward this conflict in which we are in now. We had to take the feeling that before we get the students participating directly in the way that they should, that we have to take our hands off, and let them take the responsibility.

Dean McConnell: How else can you teach responsibility if you don't give the students some practice at it?

Chairman Nowotny: That's right. You learn that just like learning to play a piano--intelligent practice under able guidance. You can't be a good guard or tennis player or student unless you practice intelligently. This business of being a leader isn't learned in any way except practicing to be a leader.

I sat in with a bunch of students one time and they were electing four men to be the outstanding men of the senior class. They were trying to measure these boys, these four outstanding men in the senior class on scholarship, leadership and personality, and one boy said this, "Can we follow that man?" I think you have to respect a man to follow him.

Now, here is another illustration. I heard a country boy say this the other day: "I was hunting out in west Texas and got lost. I wandered around and came to a dead cow. An hour later I came back to the same cow, and it was getting late at night, and for miles and miles you can't see anything." He said, "If a crazy man came along and said, 'Son, I can put you back in camp, I would have fol-

lowed him." Youth is looking for somebody on your campus to follow, but they have to have some confidence in that man, and feel that he is a square shooter and he is not going to lead them astray, and they will follow a man they have confidence in.

Dean Heath: Are we still on the positive side?

Chairman Nowotny: Yes. We will take three or four more minutes on that.

Dean Knox: How about genuine sincerity and sympathetic understanding?

Chairman Nowotny: That is a good one.

Dean Heath: And factual.

Chairman Nowotny: There is one thing I would like to say that will step on our bosses, but I think the five bosses we represent are, as far as I am concerned, ideal type of men. That of course is a good back-slapping, but here is what personnel men tell me out in industry, and I think it ought to work in the dean of men's office. If you have one assistant or only a secretary the deans ought to know their people outside of office hours. If he has a secretary, he ought to know her outside of office hours. (Laughter) I mean--wait a minute. I mean like Dick Rubottom and Nowotny, under Vic Moore. We felt that Viv Moore knew our wives and babies. He knew when they were sick. He took a personal interest in the members of our family. He is not here, and he is too sick to read the minutes maybe, but I think that is a real qualification of a real dean of men. You know, a little raise in salary wouldn't hurt once in a while, and don't call this man an assistant to the dean of men. Call him the assistant dean of men, for recognition, if he deserves it. Anyhow, don't take all the credit for what is going on in the dean of Men's office. Give credit to your subordinates and some of those country boys deserve it. You are not the only big shot on your campus.

Dean McConnell: It seems to me the dean of men is able only in so far as he can delegate duties wisely to his assistants.

Chairman Nowotny: Some deans forget that they can be deans of men and still delegate some of this responsibility to some of their assistants, and give them a chance to grow up. You are not so important. They may be able to do it better than you can.

Secretary-Treasurer Turner: What few have reached the place where you are just ashamed of yourself to delegate more authority? You have already got your boys piled up so they are working overtime.

Chairman Nowotny: You keep talking about training the dean of men, Fred, and the best way to get a good dean of men is the way you learned it, the hard way, under Tommy Ardie Clark, and I think

a smart dean of men delegates responsibilities.

Secretary-Treasurer Turner: I agree with you.

Chairman Nowotny: To develop that man and also to give him recognition and credit.

Secretary-Treasurer Turner: When you are already limited by the budget and you know you can't get another assistant and you have reached the place where you are kind of ashamed to pass anything more over to the boys, and you know they are already working nights, to keep up, then where are we?

Dean McConnell: I am not saying a word.

Dean Gardner: Giddings used the expression, "under the thumb." I would like to know specifically how you assistants really get caught under this thumb business. You talk about responsibilities. Give us specific examples of where we under-thumb you. Can you do that?

Dean Giddings: I can't, because he has given me full responsibilities.

Dean Gardner: Don't apologize; just tell us.

Dean Giddings: I think "Shorty" has the same idea there in the delegation of responsibility. It happens that that doesn't hit me at all. I tried to be facetious when I spoke of being under somebody's thumb. But I think "Shorty" can hit the head of this thing in the delegation of responsibilities and giving credit where credit is due for some of the remarks the assistant deans have made. I judge that is a problem, and certainly in large institutions where the staff is in demand.

Dean McConnell: It involves the matter of the dean having some responsibility of getting himself out of administrative detail and unloading that, so that he can act in a policy-making and advisory capacity, not only for the group for whom he works primarily, but to his assistants as well. It isn't a matter of being hamstrung or under a thumb particularly, but it is a matter of getting along, being administratively sensible, it seems to me.

Chairman Nowotny: For example, I don't think any assistant dean is going to holler about responsibility. Give him the job, but also give him the credit, and then don't give him hell if he makes a few mistakes. If he makes them too often, you can fire him, but give him credit for doing the job. Don't say, "This is Dean Turner's freshmen week," but say, "This is 'Goldy' McConnell's freshmen week."

Dean H. B. Smith (Ohio University): There is one thing that makes a great assistant dean of men and that is the way, when students come in and ask about policy or something on some particular matter, the way he explains the university policy in an understandable

way to the students. I think that makes a fine dean of men, when he gets so that they understand why that policy was set up and why it operates actually for their benefit.

I think we had an example of that yesterday afternoon when Dr. Barker was explaining policies in an understandable fashion. That is one thing I have seen the fellows admire in a dean of men.

Dean Heath: That brings up a point I have down here. I put down the word "aggressive." I feel the dean of men should be aggressive to this extent, that he should be up to the activity that is going on at the particular time, in the world at that time. For instance, we are in a conflict right now, and I know I speak for this particular group here at the table, that we feel we are being treated pretty well; but I also know some assistant deans at the present time who are working under deans of men who are rather passive.

I am going to get down to facts right here. In so far as passive is concerned, I mean some of the older deans perhaps, and not all of the older deans are of that nature, but I mean deans that perhaps have four or five or six years to go, or less time than that, who have refrained from taking responsibility in the administration of the institution, and they aren't looking for any more, and neither do they care about passing it on to their assistants.

For instance, this particular office of information that we have, I have had charge of it for enlistment in the armed service on our campus. We felt it necessary to set up a central office rather than having everybody on the campus giving information, good and bad, and we only set that up after we had some very poor examples of information being given to the students, and then we had to clarify that afterwards, after it had been passed on to maybe a dozen students.

I do feel that some of these assistant deans, when they go to the president of the institution, and talk matters like this over, they should be heard, and that when the dean is approached by the president, in cases I know of, that they should recognize the position of the assistant dean and give him some responsibilities along that line.

In other words, these personnel problems could be centered very well, right in our dean of men's office.

Chairman Nowotny: I think we will cut right there on the positive side of it.

Dean McConnell: Let me say one thing before we get off the positive side. I am speaking from personal experience, and I am really serious when I say this: That there is no greater quality in the dean of men, it seems to me, than that quality which enables him to back up his assistants to the hilt, right or wrong—back them up. Assistants yell for responsibilities and they usually get them, but they often make mistakes, and boy, when you make mistakes and have your boss

stand behind you and back you up, it is a real feeling of security.

Dean Donald R. Mallett (University of Iowa): I think there is a third factor that hasn't been mentioned. You can't delegate responsibility, without also delegating authority, and it says here, "responsibility, authority and credit." In many cases it is easy to delegate responsibility, but keep the authority, and responsibility without authority is pretty much a useless thing.

Chairman Nowotny: I think Heath said the thing to do is to call in that assistant and go over those plans with him, and then there would be less likelihood of a mistake being made. For example, I don't think it would hurt to call in the assistant about the budget, and ask him what he thinks about it. He doesn't have to take my advice or suggestions, but it makes you feel good to think that you have a part in it, and have been consulted.

Dean Blaesser: We haven't indicated anything about the necessity of the dean of men understanding basic human nature. Could we go so far as to say that a good dean of men should understand some of the fundamental processes in psychology, sociology, biology, and know how to apply them? I am not referring to the man who is majoring in psychology. I am referring to the man who has a realistic understanding of these processes, say these three sciences, or other sciences, and then has the personality to put that understanding into practice. We haven't commented about that at all.

Dean McConnell: That is all right as long as he doesn't let those things bog him down.

Dean Blaesser: That is why I say a realistic understanding. You don't want a theoretical understanding.

Chairman Nowotny: You mean some training in mental hygiene and educational psychology helps to make a better dean.

Dean Blaesser: That's right. And it is not necessary, as I see it, to pile up credits. A good dean of men undoubtedly has started in this counseling of youth many years ago before these particular sciences developed to any great extent, and it doesn't mean that this dean of men must start attending classes at a point where us youngsters have started; but I think it does mean that he must keep acquainted with developments in these fields.

He may not be a technical expert, but he may want to bring a technical expert on his staff, say a clinical tester, or he may want to work in close cooperation with some agency on the campus. To do that involves a broad understanding of that entire field, rather than staying away from it and saying that is new-fangled stuff, and that he has learned all he needs to know about human nature through thirty years of counseling, that these young squirts will never catch up.

Chairman Nowotny: I think this thing is true: I know some past presidents of this Association, they got elected and they haven't been back in ten years. I don't know what is happening on their campus, but I have a feeling there was a speech made about the disappearing dean of men--I have a feeling that they are going to dry up. I think a man who doesn't believe in some form of adult education, if you please, is going to disappear from this scene, from these meetings. He is going to remove himself. There was a report made in 1931 in which the statistics were given that it costs the average university in America, \$4.55 per student for a dean of men's staff. Are you giving \$4.55 worth of service to the students on your campus, individually? Don't sit there and say, "I have done this for thirty years; all this new stuff is all bunk," I think there is some ground for reasonable training. Adult education doesn't mean teaching the hillbillies of Alabama and Texas to read and write. College graduates need education as well as anybody else. I think adult education, as Bill says, doesn't stop with a man even after he is 42.

Dean McConnell: I have one more. It seems to me he ought to be of even temperament and free from prejudice.

Dean Manchester: Can I add one or two points? I think a dean of men should always have six dollars in his pocket to help the boy who is embarrassed.

I think a dean of men should be able to wake up at three o'clock in the morning, and get down to the county jail in fifteen minutes. I think a dean of men should be able to explain to the landlady that wrestling on a bed and breaking the springs is a definite part of the physical education program at the university, and I think the dean of men should be able to explain to a parent that a boy who gets two "F's" and three "D's" has great potential power, and the only difficulty is that he is too good to waste himself in the university. (Laughter)

Dean Heath: That brings up the point I wanted to bring out, and that is he should definitely have a respect for the limitations of other people. That includes his assistants and also every man student on the campus. I do think that he should always keep that before him—respect for limitations of other people. And he must first of all set an example for his assistants, and also for all men on the campus.

I think Dean McClure, in his five points last night, covered it very well, in so far as setting an example, and we won't mention that.

I also have two more points here. In so far as delegating authority, it is very well to delegate authority to the assistants, and mention was made in so far as that is concerned, that perhaps when he has delegated about so much, he doesn't feel like delegating any more. Well, if the assistant dean is made out of the right kind of stuff, he perhaps will be able to take care of a reasonable amount of that, and the dean will not have to let up if he is within reason.

In other words, we talk about this maturity of students. I am strong for that maturity of students. I like to try to create some particular set-up or activity on the program. We talk of many organizations from time to time on the campus. I like to see organizations; I like to work with them, and I also like to see those particular people that get into those organizations carry on, and the only time a man really comes out as a student is when you give him some authority. You hold the authority that you give him with strings, and you aren't giving him the chance to mature.

Then last, I would like to say that a dean of men has to keep physically fit, and I had this on the negative side—don't lose your temper. I feel that in so far as a good even temper is concerned, that we definitely have to watch that, because that is when we get tired—we let down easily. When we get restless as a result of lack of sleep, that is when we lose our temper. When a student comes in we cut him off short. We have to be careful about that.

Chairman Nowotny: Let's get fifteen minutes on the negative side. "Johnny, go out and see what sister is doing and tell her to stop." That may not be a good idea, but I got that from Roe Bartle.

At the 1940 meeting, Bartle said he had been on practically every campus of the deans present. He said many students refer to you as "that old woman", as a "dictator", as a "stuffed shirt," as "a man who doesn't know the score." Some boys don't know who the dean of men is on some campuses. Some call him a "hypocrite," and then others of course, are called "a keen guy," and "a square shooter," and so on. But what are some of the don't that we should avoid that will get us in trouble. There is one thing that two or three of the old-timers mentioned and that is not to take yourselves too seriously.

Dean McConnell: I think it is possibly true of some deans of men that they become such an administrator that they forget their primary job of seeing and talking to the students. It seems that no dean should get himself in that position. He must at all times make himself available or else he ceases to become a dean of men. He ought not let himself bog down in administrative detail. I cite my boss on that—he is on 33 committees.

Chairman Nowotny: In other words, a dean of men ought to know the areas in which he is dependable, in which he can do his job and then stop. You give advice to students on your campus not to get into too many activities. Practice what you preach. Don't get overburdened and make a mess of everything.

Dean Blaesser: Don't be fraternity minded, don't be dormitory minded, don't be lodging house minded. We should understand the whole educational process and avoid our being labeled with a dormitory, fraternity or a lodging house stamp or seal. It may be that

our functions, the functions in our office, may be limited to one or two of those groups, to fraternities or independents, but I think that an understanding and support of these other activities will help, so my first few "don'ts" would be right along those lines.

Dean Giddings: I think that is a very good point. They belong to the fraternity group. I remember recently talking with some boys trying to get me over on their side in a particular point of view. I said, "Boys, unless I stay in the middle, I can't see both ends." The dean must be impartial, fair, and the students must recognize that.

Dean Heath: Don't be a disciplinarian. I am firmly of the belief that a dean of men cannot be a disciplinarian, and carry out the work and reach all of the students. There are too many deans of men's offices on the campuses, that have one feeling created with in the student body over a period of years, and that is, don't go to the dean of men's office until you have to.

Dean Goldsmith: Don't they need any discipline?

Dean Heath: Absolutely. I think when a discipline problem comes up, you can take care of it, but I think a discipline problem should be a small percentage of the time devoted to dean of men's work. I think that whenever a discipline problem comes up, that the dean of men should handle it. At least he should make recommendations.

Dean Hubbell: You will have to talk to the president about that.

Dean McConnell: That depends upon the set-up of your university.

Dean Heath: He can make recommendations to the president, or work with a small committee, perhaps with the administration, but I do think that this word "discipline" has gone too far in the dean of men's office.

Dean Gardner: If you run back to the minutes, I recall Earl Miller and some of us rising in horror about discipline in connection with the dean's office. I suggest to the younger men that you reserve your judgment about that factor in connection with the dean of men, until you have been in the racket a little while. Your minutes are filled with that. Every young man who comes into this organization says, "We utterly oppose discipline." That is because you guys are yellow and afraid to put it across. The other part is that as you mature, the thing you call discipline is not that you are superior and are compelled to do it, and I myself have come to the conclusion that there is no sense in passing it off to the president or anybody else. The student knows who is giving that to him, and you might as well face it. I suggest that you fellows read the minutes and see how frequently the men sitting before you with gray hairs, used to say exactly the same thing.

Dean Heath: That is very interesting, and I do feel in so far

as the discipline problem is concerned, that the dean of men has the responsibility, and when it is tacked on him, he should take it if necessary.

Chairman Nowotny: I believe he has the right idea there. It depends entirely on the way that thing is administered. At the University of Texas, we have a Discipline Committee, consisting of 16 members of the faculty and 4 students, and they are called together in a panel of four by the dean of Student Life, who is Vic Moore. He has to approve or disapprove their findings. He sits with them without vote, but Vic has often said that you can't dodge that responsibility. A real personnel director has to face that mal-adjusted student, and if he is a square student, he may not love you, but he will respect you. You heard, referring to Tommy Arkle Clark, that the boys he received letters from when he was in the hospital, were the boys he had disciplined. It depends on your personality. If you can't handle a boy who gets drunk once in a while, or does some things where the foot slips, if you don't have that sympathy, you are probably in the wrong job, because you have to face up to that sort of responsibility.

Dean Bostwick: I think personally, that any dean who passes up that line of discipline is missing something pretty worthwhile. I know that some of the best friends I have had on the campus and have now, are fellows who have gotten a hot shot, as far as discipline goes, and I wouldn't miss that. As someone said, I believe Don, students always know who is behind it anyway, and if you are going to pass the buck to the president, he isn't going to appreciate it a whole lot anyway. He will probably take it but he won't like it, and the students aren't going to be fooled for one minute. I think sometimes, when you are in a serious discipline case, it is well if you can do it, to call a parent into your office, and tell him just what the student has become involved in. He is going to know it. You are not telling on him exactly. The parents are going to find out anyway.

Just the day before I left Albuquerque, I had to recommend suspension of one student who had been caught in a regularly planned program of cheating his way through college, and I called in the mother and talked with her and told her just what was up. I called in the faculty members, against whom this lad had offended, and then I called in the boy, and I told him just what I was going to have to do, and I told him that after he had lived up to the terms of his suspension, he would be entitled to come back, and we hoped that he would come back and prove that he had what I thought he had. When the boy went out he shook hands with me and said, 'Thank you. I am going to come back, and I am going to show that I can do the right thing.

Now, in regard to what Dean Manchester said a moment ago, I think we have to be a little careful not to let our offices become a

place to run to in case we get or rather the students get into trouble. I think we should be 100 per cent sympathetic to youngsters who get into difficulty any time of the day or night. I have had calls, and you have too, to your home at one-thirty in the morning. Some student was in a bull session and all of a sudden he got to thinking, "Are they going to offer C. P. T. in advance section? Can I get into that thing next semester or can't I," and he will call me up at two o'clock in the morning as serious as can be, and ask me a question like that. Well, perhaps you can pop off and say to him, "For heaven's sake, why don't you call in the morning?" I never have done that. I answer his question as civilly as I can at that time of the morning, and tell him that if I can give him some information the next morning, I will be glad to do it. Those kids really don't realize the time of day. They live pretty much in the night, and I think we have to be careful and be sympathetic in every condition. But I do think too, that we want to get across to students the idea that they are not only living in a university community, but they are living in the world, and once in a while, if a fellow gets drunk and runs into a lamppost and gets socked in the jug, maybe it is just as well if he stays in there until morning. I am not sure we ought to pull him out and take him out to the campus and tuck him carefully in bed. Maybe a little harder mattress for the night might make him realize the seriousness of the situation. Let's get across that idea to the students if we can: That this is, after all, the world they are living in, and not just an artificial set-up called a university.

Dean Heath: Dean Bostwick, I would like to say this in clarification of my point, and also to Dean Gardner: That I believe I may be or may have been misunderstood. I am thinking of the dean of men's offices that take on other functions outside the office, to this extent, that the main function that they have in the office appears to be discipline. I do think that they should work with the men in organization and other things; and also, in so far as the dean of men is concerned, I do think that he should not dodge the issue.

We do not have the final say-so on whether a boy is asked to leave the school or not. However, we make the recommendation, and that is just about the same, and the boy knows we make the recommendation, and in many cases we make it right in front of the boy, so we are not dodging the issue one bit. But a very small percentage of our time in comparison with our work with the men students is taken up by discipline.

Dean Moseley: Here is a question I think I can ask of this panel, because I do not have an assistant dean. But how much should the dean encourage the assistants to mix in with disciplinary matters? Should the assistant dean be one to whom the students can come and tell how he got in trouble, in the hope that he will act as an intercessor? Does the dean discourage him from hearing any of those cases or does he encourage him?

Dean Giddings: You want a specific answer?

Dean Moseley: An opinion.

Chairman Nowotny: Do you think that Dean Dirks ought to let you talk to a boy about disciplinary matters?

Dean Giddings: My work is concerned with freshmen. I am not a member of the committee on discipline, but if any case comes up involving a freshman, I call the student in, as a friend, and talk with him and find out just what the situation was, and then sometimes, before the committee meets, if the situation seems to warrant, I will talk to Dean Dirks, in that capacity, as a friend of the student.

Dean McConnell: It seems to me that the dean of men would not have an assistant unless he had confidence in him. If he has confidence in him, why can't he let him talk to the students about any matter?

Chairman Nowotny: Of course the guy who gets the final kick in the pants is the boss. We know that. We don't want to get our boss embarrassed. I think that is what you were suggesting there. But I think if we have a staff meeting once in a while--Dick Rubottom and I know that Vic Moore lets us sit in his place with discipline committees, in order that we may know that function of the office. Vic Moore is sold on the idea that it is a function. He won't part with that function, as a part of the teaching value and the counseling program of an effective dean of students, and yet, we youngsters know that we respect you for your superior years of experience. At the same time, if we agree on certain policies, an assistant dean of men can't come in and embarrass you as a dean of men. That would be silly. I am a friend of the student. In other words, as Coulter used to say, don't be a back-slapper. If an assistant dean wants to be a back-slapper on the campus, these students will know whether you are on the level, and they know if you are trying to play politics with your own boss. You don't fool those boys.

Dean Manchester: Don't you think that discipline is often too much confused with punishment, and that discipline is just as much an educational matter as it is a punishment matter? When we talk of discipline we mustn't think that it is merely a matter of punishing the boy for some act, but it is merely a matter of educating him along the lines of good behavior.

Dean McConnell: I think that term could use a little defining, possibly. I think what Heath meant was that he ought not to be a policeman, let's say, is that right?

Dean Heath: Absolutely. I think that in so far as the dean of men's office is concerned, that the assistants should bear the burden with him in so far as the discipline is concerned. We must know our

limitations. If we make assertions to a student, threats in other words, we have to carry them through, and the next time that particular problem comes up, we have to know, when we make that threat, that we can carry it through. If we know our dean of men and administration well enough, we will see that it goes through. That is the way we handle it at our campus, and we very seldom make threats that we can't carry through.

Dean Croft: We probably could go on forever talking about this particular problem. I am very much interested in it because I don't have the same slant apparently, to this problem of discipline. We are trying to teach self-discipline. At the same time I look upon a disciplinary problem as a very easy thing to solve. We can go along and preach values, beginning in the freshman year all the way through, and you know, you get a certain amount of people who listen to that.

But everyone doesn't. Sometimes you get a fellow who gets in trouble. Now you say that we have to discipline that boy. Why you can sit down and talk to a boy who is in trouble, and he is going to listen, and if you don't take the opportunity, I certainly feel that the easy thing to do is to say, "Leave school." It is the wrong thing to do. Do you mean to tell me that because a boy gets drunk you are going to discipline him, you are going to make him leave school? You call that education?

The first thing I ever learned from a man when I took an office like this was that it is a pretty good thing to have sinned a little bit. And certainly when you find a fellow in trouble, if you can't become the attorney for the defense, I don't know whether he is going to rate you or whether the rest of the students are going to rate you deans or assistant deans like you want to be rated.

Discipline, to me, is a much easier problem than some of the other problems that come to the office, because it gives you an opportunity to sit down and talk in a heart-to-heart manner with the boy who is in trouble, and to the boy who knows he is in trouble and knows he is on the spot, and welcomes very much an opportunity to prove that he can do better.

Chairman Nowotny: I would like to cut this off now. We have gone about an hour on one subject.

Dean Knox: Don't sacrifice sufficiency for efficiency.

Chairman Nowotny: Don't worry in the middle of the night whether you have made the right decision, and from the words of Joe Bursley, in the 1930 minutes, be reasonable but not vacillating; be firm but not uncompromising; don't be scared of your job. In other words, have a little confidence that you are going to do the right job in the right way.

Dean Blasser: Don't build a wall between the curriculum and the extra-curricular. Don't operate in your own area without throwing out ties and hooks into the other fields.

Chairman Nowotny: All right. We might summarize in this way: Suppose we had some big shot who left us about thirty million dollars, with unlimited powers, and the Board of Trustees of this institution said, "Now, the first thing we want is the best dean of men in the country. You can pay him \$15,000 a year."

In other words, we have tried to look at it here positively and negatively. We don't want to find some old woman somewhere. We want a square shooter and all that sort of thing. But I think we can summarize it by saying that we are looking for a man with a reasonable amount of training and intelligence, a man who would have some influence, who might not be loved always, but who would be respected. I know a lot of guys who are not going to love me, but I want them to respect me. I don't give a darn whether they love me or not. I don't want to be a hail fellow, well met, but I want to last in this world.

Now, we have another topic that we will take a few minutes on. It has been covered a little bit, but we all agreed that it would be a topic that some youngsters might have a little more of the students' viewpoint on than the older people. That is the student' morale in the present emergency.

I would like to tell this story about Al Smith who came to Austin, Texas in the cold of winter. He couldn't get a room in the hotel there, but they put him and a bunch of others in a sample room with a cot. The next morning at five o'clock, Al and his Catholic friends got up to go to mass, and as they crept out the door, he saw all these protestants lying there snoring away. He turned and said to his friends, "Wouldn't it be hell if those guys are right and we are wrong?" (Laughter)

I don't know whether we are going to be right or wrong, but I believe, because we are in our 30's and 40's, that we might have a little more of the students' viewpoint--whether it is pacifism or general militarism or uncertainty, or the wrong philosophy. I think this gang up here--they don't pose as experts, but we have had experiences, and we would like to throw them out a little while on student morale during the present emergency, particularly in view of the panel of big shots up here yesterday. In other words, I would like to put it this way: These men yesterday were talking about developing and growing soldiers, but I hope we can also help to grow men at the same time.

War is hard and horrible and dull, and I would like to believe that out of this thing are going to come some boys who have something left of nobility and fineness.

I imagine you have some tough questions about student morale and their attitude right at this time, Bill. What are some things that you think they are asking today, and what are some things we can do to help build up their philosophy and their spirit and their desire to protect themselves in a long-range program, not just for tomorrow?

Dean Blasser: I don't have a conscientious objector's camp right on the campus at Wisconsin. We are not isolationists to that extent at all. The students have responded on the whole, quite well, I would say, particularly since December 7. But along with students on other campuses, they are wondering why we are fighting. It has been brought up on pacifistic doctrines pretty much. It takes a while to suddenly adjust, to suddenly turn over and develop a new system of values and of actions. So, they are wondering about the why and wherefore of all this.

We found that we don't get very far in talking with our students, unless we build this long-range picture that "Shorty" is talking about; in other words, the possible war construction thought, the reason for fighting now, the reasons for learning about the causes for this war, and then some protected reason for handling these that will come before very long. We have found the way ahead of us in asking realistic questions and anticipating some of our answers. They have been doing a little reading and thinking. We have found that we don't get very far when we call convocations and deliver inspirational talks. We found our best approach to be in terms of the small group discussions, around or in the dormitories or around the fraternity fireplace or in the lodging house--small groups of anywhere from ten to fifteen, where the faculty person takes down his hair and confesses a lot of sins of the adults and talks realistically in terms of what we have to do now, and what we may have afterwards if we think now in terms of the post-war world. That is pretty general, "Shorty."

Chairman Nowotny: Talking specifically to a student for example, he has a problem. He is fighting between loyalty to country and loyalty to conscience, and whether to get married, or whether to face graduation, whether to quit school or take a job. That is what I had in mind about student morale. There are some tough questions that they are asking. What are some specific things you can say to a person? For example, I have one or two phrases that I picked up at the group meetings. It has to be individualized and not so much generalized, and we all have to recognize that we have a stake in things, and that we have to put ourselves at the disposal of a cause greater than ourselves. I can't have morale if I am economically insecure, or if I have a muddled philosophy.

Now, I am coming away from this meeting, as a result of yesterday afternoon's session, with improved morale in my own thinking, with a greater pride in my government.

In other words, here is an illustration that some speaker used on our campus in talking to students about morale. In Great Britain they were building tanks and the production was slow and uninteresting, but one week they said, "This is to be tanks for Russia Week," and production picked up thirty per cent. You have to have a specific ideal up there, a symbol, some goal up there for a boy to shoot at, and I think Dr. Barker was hitting that yesterday. Men not only have to follow somebody up here, but they must have certain symbols, and we have lacked those symbols, and I think that is what a student wants in order to have morale.

Dean McConnell: "Shorty," I have to confess, I might as well do it here and now, that all this talk about student morale leaves me a little cold. I am not worried about student morale. It is all right as far as I can see, and everybody I talk to confirms that. Those boys are not looking for easy jobs or commissions or anything else. They want to do what they are best suited to do, and when they find that, you can be sure they are going to do it.

Dean Giddings: I think some difficulty arises at that point to find out what they are best suited to do. The boys don't know where their place is. After the session yesterday, I felt more encouraged on that. Things are getting to a point where the boys can get at some of the answers, but I think our morale problem has stopped just at that point. They want to do something, but they haven't been told what, and we couldn't tell them.

Dean Heath: At the first of the year, there seemed to be many campuses wondering what to do to help student morale. Some assertions have been made that no help is needed, and perhaps that is just as true as any other statement that could be made. (We did feel, however, on many campuses, that we should do something to assist the students, and one of the phrases used, was to keep them busy.

Well, in so far as our campus is concerned, we started a faculty program within the faculty, during the Christmas holidays, with which to build up a program on student defense, and after a few weeks, we didn't get very far with it. The students couldn't take hold of it. We met with the students and tried to turn it over to them, but they still felt that it was the faculty's work, so after a while, we decided that we were not getting any place—something had to be done. So, we called in some of the student leaders and turned it all over to them.

They created what they called the O. S. D., the Office of Student Defense, and everything branched from that. They elected their own chairman and their own delegates from all the organizations on the campus, and they carried on from there. The Office has gone along very nicely, and while they did not get the student support from the total student body that they would like to, they are grad-

ually getting it as they go along. Some of them get very impatient about it, but others know the limitations in which they are working, and I will say that one of the statements made by the students themselves, was that they had too many meetings going on on the campus, and that they should set aside some night for defense courses, such as first aid, air raid warden, and numerous other defense courses, that are being carried on at the campus.

So, the students voted one night for defense night out of the week, which happened to be Tuesday night, and they did it all themselves. They are handling the entire program.

They came to see me just before I left, and asked me if I would sign requisitions with them. They are going to set up a budget, and they are getting money from the Student Council to carry on their program. I told them that if I wanted to sign requisitions, I would have to know what the program was, because I wouldn't be meeting with them very often, but I told them if I they gave me an idea of what the requisitions was for, I would be glad to help them out.

But they selected one man who happens to be head of the police administration department who acts as their adviser. He is the only man who sits with them.

Chairman Nowotny: Well, now that reminds me of a story which I think reflects the idea that this roundtable has probably gone far enough. Our elders have told us that a lot of you boys are getting nervous out there.

A 200-pound darky was ready for the last mile in the Texas penitentiary. They walked him down, and strapped both his arms and legs in the chair. Then they shot the hundred thousand volts through him. The old boy jumped up and said, "Look out, boss, I can't stand too much of that." (Laughter)

I read a little item in the Urbana paper that I wish to read at this time. I copied it down here. It is about church tomorrow, if any of you deans are staying over for church. It mentioned a program for tomorrow. It said, "Reverend So-and-so will preach on the subject, 'Now that the war is on, what lessons are we learning?' Miss Susie Smith will sing, 'Search Me O, God.' " (Laughter)

Now, I want to thank these four members of the panel for being so tolerant of the long-windedness of their chairman. That is Fred Turner's fault and Dean Corbett's, for selecting me to be their so-called leader here this morning. I think they have done a darned good job and I am proud of them. Give them a hand. (Applause)

We got a little out of hand on this time schedule. We intended to give thirty minutes to each topic. We intended to cover student morale and fraternities during this emergency, and student govern-

ment during this emergency. That was our agenda. You see how far we got.

I will tell you why some of us thought that student government was so important. We read a lot of these constitutions that you have on your campus and mine, and we talked a lot about streamlining government and learning a lot about political science, short ballot, proportional representation. I don't know but two campuses in America that have proportional representation in their student government.

There are going to be about ten million of the finest boys who are going to come back to colleges and communities. If they don't come back to finer colleges and communities, those birds aren't going to be happy about it. During the last war we learned to streamline and cut out red tape. I believe you can streamline a lot of activities on your campus and mine, if you do not take the easy way out.

A college dean the other day told me, "I think you are making a mistake in stirring up the student governments. They are doing all right, and don't stir them up." But there are a lot of things going on that are not as they should be, and I think we can improve that; and maybe that is because we are young and don't know any better, that we rush in where angels fear to tread.

But I am going to take a chance on our campus of experimenting a little bit. We want to thank you for being so patient and apparently awake, during our discussion. (Applause)

. . . . President-Elect Park assumed the Chair

Chairman Park: "Shorty," thank you and your supporting cast for this period that we have just had.

Those of you who have been thoughtful enough to stay with this program as long as you have, are now about to receive your reward. For a number of years, Dean Scott Goodnight, toward the close of each of our conventions, gave a brief summary of the discussion which was one of the highlights of the program. We have asked one of our men today, to duplicate that.

Behind a front of wisecracking, he hides, not too successfully, one of our keenest and most incisive minds. I am referring now to Don Gardner, and I would like Don to come up and summarize for us the convention to this point. Don. (Applause)

. . . . Remarks by Dean Gardner were off the record, at his own request

Chairman Park: Thank you, Don.

We have been happy to have with us, John MacGregor, for a large portion of our convention, and I want to ask John to say a word to us now in conclusion.

Mr. MacGregor: Just a word, gentleman, of appreciation for having been invited. That is all I have. As I sat here and watched the younger men pan their seniors, I enjoyed it. I would like to invite members of this group to exactly the same thing at the National Interfraternity Conference. We sit far away from college campuses, and our real information, guidance and enthusiasm comes from men who are actually in the field such as you gentleman are.

Therefore, if you have any suggestions or any criticism for God's sake, let's have it, because that is our source of information and inspiration.

I am delighted of course, to have renewed my friendship with many of you, and met with those whom I have not met before. I have enjoyed this, and I am very pleased that you invited me.

Thank you. (Applause)

Chair Park: Gentleman, Chester Hanford from Harvard College is with us. I wonder if we might have a word of greeting from him, since this is his first meeting with us. Dean Hanford. (Applause)

Dean Chester Hanford: Mr. President and Friends: I am very grateful to my good friend, Fred Turner, for inviting me to the meeting of the Association and for your hospitality. For several years Fred and also Dean Lobdell of the Massachusetts Institute of Technology have told me of the interesting nature and the great value of these conferences, but conflicting engagements have made it impossible to accept their invitation until this spring.

It has also been a pleasure to return to my alma mater. It was in old University Hall, which stood on the site of this building, that I first met Tommy Arkle Clark. I had several friends who got in trouble once in a while, and I had to see Tommy Arkle Clark now and then to intercede for them. Also, it was in University Hall that as a green freshman from down state Illinois in 1909 I called on the late Professor Chester N. Greenough, then Chairman of the Department of English at Illinois, to obtain exemption from a part of the prescribed English course. Eighteen years later I became Greenough's successor as Dean of Harvard College. So this spot has some important associations of a personal nature as well as of a pre-professional character.

The conferences have been most interesting as well as extremely valuable, especially yesterday afternoon's session on the various pre-induction plans in the army and navy, such as the Naval V-1 program, the Army Air Corps program, and the proposed Army Enlisted Reserve Corps. Very clearly the army and navy are relying very heavily on the colleges to provide officer material, and they have worked out concrete plans whereby we may cooperate with them. It would seem that every able-bodied student who is qualified should be encouraged to enroll in one of the pre-induction programs.

This morning's session conducted by the Assistant Deans merely confirms an opinion which has been expressed many times that these young men as represented by those who carried on the round table discussion are the ones who really make the wheels go round in our respective offices. They are the ones who are most closely in touch with the undergraduates and, having been students themselves not so many years ago, they keep those of us who have been on the job for ten or a dozen years or more from becoming too set and rigid. I agree with the comment just made that the position of Assistant Dean is one of the most important ways of laying a foundation for a career in college or school administration.

Last night we heard a most inspiring talk by Dean McClure on the importance of values and ideals in college education, which leads me to one or two final comments before I sit down. In these days, when students are following accelerated programs and when there is naturally a strong emphasis on technical and scientific training, which is so important in the winning of the war, we should not overlook the obligation which rests on the colleges to preserve what we call the liberal and humane tradition.

It is more important than ever before that our students carry away from college in these times some idea of the continuity of the present with the past, a set of values and standards, a breadth of outlook which will free their minds from ignorance and prejudice, and especially a knowledge of American history, traditions, institutions, and ideals. An historical knowledge of America's past would seem to be a necessary feature of a liberal education. This seems essential if a student is to understand the particular democratic society of which he is a part. In this connection it is of interest to note that the Navy Department in out-lining the course of study for the Navy V-1 program mentions American History as one of the subjects that is especially desirable.

All of us who are engaged in academic work at this time should see to it that we stress those subjects in our curriculum which will help preserve the liberal and humane tradition that is so important for the preservation of our democratic way of life and for the caring on of our institutions in the future.

It is a great pleasure to be here, and again I thank you. (Applause)

Chairman Park: It is a source of great satisfaction to me personally to learn that the Dean of Harvard College is an alumnus of the University of Illinois, since the Dean of the Graduate School of Harvard University is an alumnus of a university which modesty forbids me to mention. (Laughter)

Now, is there any other business to come before us?

....Announcements....

Chairman Park: We are now ready for a motion to adjourn. Do I hear such a motion?

....The motion was duly made and seconded to adjourn....

Chairman Park: The meeting is adjourned, and we look forward to seeing you in Columbus in April of 1943.

I declare this meeting adjourned.

....The Convention adjourned at eleven-forty o'clock....

APPENDIX A

Official Roster of Those in Attendance at the Urbana Meeting

Name	Institution	Title
Ayling, J. G. Major (A. C.)	Hdg't's Army Air Force- es	
Barker, J. A. Dr.	United States Navy	Asst. Sec. to the Navy
Bates, Robert E.	Indiana University	Associate Dean of Men
Biddle, Theodore W.	University of Pittsburgh	Dean of Men
Biggs, Ernest R.	Ohio State University	Assistant Dean of Men
Bishop, Robert W.	University of Cincinnati	Exect. Sec. of YMCA
Blaesser, W. W.	University of Wisconsin	Assistant Dean of Men
Bostwick, J. L.	Univ. of New Mexico	Dean of Men
Bosworth, E. F.	Oberlin College	Dean of College Men
Bowman, C. H. Lieutenant	U. S. Navy—at U. of Ill.	
Bruere, John	College of Wooster	Dean of Men
Bunge, E. F.	Augustana College	Dean of Men
Bunn, John W.	Stanford University	Dean of Men
Bursley, Philip E.	University of Michigan	Director of Orientation and Counselor to New Students
Cate, James L.	University of Chicago	Asst. Professor of Med- ieval History
Cloyd, E. L.	No. Carolina State Col- lege	Dean of Students
Coldwell, M. I.	University of Illinois	Y. M. C. A.
Congdon, Wray H.	Lehigh University	Dean of Undergraduates
Conwell, H. H.	Beloit College	Dean
Corbett, L. S.	University of Maine	Dean of Men
Crank, H. G. Capt.		
Croft, Jack	Utah State Agr. College	Dean of Men
Crowl, Arthur H.	Federal Bureau of In- vestigation	Special Agent in Charge
Culley, Paul	Wheaton College	Dean of Men
Daniels, Stewart D.	Alpha Tau Omega Fra- ternity	National Secretary
Davis, Burt Com.	United States Navy	
Dawson, H. S.	University of Illinois	Asst. Dean —College of LAS.
Dirks, Louis H.	DePauw University	Dean of Men
DuShane, Donald M.	Lawrence College	Dean of Students
Enyart, A. D.	Rollins College	Dean of Men
Finrock, Lawrence	Tenn. Valley Authority	Junior Geologist
Fisher, M. L.	Purdue University	Dean of Men
French, Arden O.	Louisiana State Univ.	Dean of Men
Gardner, D. H.	University of Akron	Dean of Students
Giddings, Glenn W.	DePauw University	Asst. Dean of Men
Giesecke, G. E.	University of Illinois	Counselor, Personnel Bureau
Glenn, Sidney	University of Illinois	Assoc. Prof. of English
Goldsmith, Fred. I.	Purdue University	Asst. Dean of Men
Griffith, James C. Lieutenant	Travelling Aviation Cadet Board No. 7	President of Board
Hagerman, Gordon	University of Akron	Adviser to Men
Hall, Fred Lieut.	United States Navy	
Hampton, V. J.	University of Illinois	Asst. Dean of Men

APPENDIX A (Continued)

Hanford, A. C.	Harvard College	Dean of Harvard College
Hanson, C. A.	University of Akron	Asst. Director of Adult Education
Hanson, Ernest E.	Northern Ill. State Teachers' College	Dean of Men
Harno, A. J.	University of Illinois	Dean of the College of Law
Harper, W. C.	The University of Neb.	Assistant Dean
Heath, G. R.	Michigan State College	Asst. Dean of Men
Heller, Hobart F.	Eastern Ill. State Teachers' College	Dean of Men
Heyliger, Victor	University of Illinois	Asst. in Physical Edu.
Hildner, Ernest G. Jr.	Illinois College	Dean of the College
Hilddring, J. H.	United States Army	Brigadier General
Brig. General.		
Hindman, Darwin A.	University of Missouri	Director of Student Affairs for Men
Holter, F. J.	Hiram College	Dean of Men
Houtchens, L. H.	University of Illinois	Instructor in English
Hubbell, Gardner, E.	Principia College	Dean of Men
Humphreys, Allen S.	University of Arkansas	Dean of Men
Hunt, Everett	Swarthmore College	Dean
Huntoon, F. C.	United States Navy	Commander
Commander		
Judy, Durward G.	University of Illinois	Asst. to the Dean of Men
Julian J. H.	Univ. of South Dakota	Dean of Student Affairs
Kinsel, Delber E.	Ohio State University	Asst. Dean and Auditor of Fraternity Accounts
Kretschmer, Verne	University of Illinois	Director of the Union
Knox, Carl W.	Ohio University	Res. Mgr. Men's Dorm.
Lange, Laurence W.	Ohio University	Dean of Men
Lentz, E. G.	So. Ill. Normal Univ.	Dean of Men
Linkins, R. H.	Ill. State Normal Univ.	Dean of Men
Lloyd, Wesley P.	Brigham Young Univ.	Dean of Men
McClure, M. T.	University of Illinois	Dean of the College of LAS.
McConnell, G. A.	University of Illinois	Asst. Dean of Men
MacGregor, John M.	National Interfraternity Conference	Chairman
Mallett, Donald R.	University of Iowa	Asst. Director
Manchester, R. E.	Kent State University	Dean of Men
Miller, C. L.	James Millikin Univ.	Dean
Miller, Earl J.	Univ. of Calif. at L. A.	Dean of Undergraduates
Moseley, John O.	University of Tennessee	Dean of Students
Murphy, A. J. Jr.	Carnegie Inst. of Tech.	Asst. Dean of Men
Nanz, Ralph S.	Carroll College	Dean of Men
Nelson, Glenn H.	State Teachers College	Dir. Student Personnel
Newman, J. H.	University of Alabama	Dean of Men
Nowotny, Arno	University of Texas	Asst. Dean, Director of Employment
Olmstead, C. T.	University of Michigan	Asst. Dean of Students
Park, J. A.	Ohio State University	Dean of Men
Peck, Gerald W.	University of Illinois	Asst. Dean of Men

APPENDIX A (Continued)

Postle, Arthur S.	University of Cincinnati	Dean of Men
Powell, Alden L.	Louisiana State Univ.	Asst. Dean, Arts and Sciences
Ranney, M. F. Maj.	United States Army	
Rea, W. B.	University of Michigan	Asst. Dean of Students
Reed, Leslie I.	Iowa State Teachers College	Dean of Men
Royer, Robert	Indiana University	Asst. to the Dean of Men
Rubottom, R. R. Jr.	United States Navy (On Leave)	Asst. Dean of Student Life
Sandberg, John V. Captain	U. S. Marine Corps	Captain
Schoon, W. Howard	Wheaton College	Asst. to Dean of Men
Schultz, J. R.	Allegheny College	Dean of Men
Sentman, Lt. Com.	U. S. Navy	Lt. Commander
Shipton, W. D.	Washington University	Dean of Men
Simonetti, Frank	University of Akron	Adviser of Men
Smith, Harley B.	Ohio University	Asst. to Dean of Men
Smith, Leon P.	University of Chicago	Asst. Dean of Students
Somerville, J. J.	Ohio Wesleyan Univ.	Dean of Men
Sparks, Leonard C. Colonel	University of Illinois	Commandant
Stratton, L. D.	Drexel Inst. of Tech.	Dean of Men
Thompson, C. Woody	University of Iowa	Director of Student Affairs
Thompson, J. Jorgen	St. Olaf College	Dean of Men
Thompson, S. Earl	University of Illinois	Acting Director, Student Housing
Trutter, John T.	University of Illinois	Student
Turner, Fred H.	University of Illinois	Dean of Men
Watson, A. C.	Massachusetts Institute of Technology	Chairman, Museum Committee
Watson, Walter S.	The Cooper Union	Director of Adm. & Student Relations
Weeks, Francis W.	University of Illinois	Head Counselor, Men's Residence Halls
Wentworth W. Norris	University of Illinois	Director of Residence Halls
Werner, Henry	Kansas University	Adviser to Men
Willard, A. C.	University of Illinois	President
Wohle, P. J. Major	United States Army	Major

APPENDIX B

Roster of Ladies' Group

Mrs. Robert E. Bates	Mrs. Golden A. McConnell
Mrs. J. L. Bostwick	Mrs. Donald R. Mallett
Mrs. E. F. Bunge	Mrs. R. E. Manchester
Mrs. Louis H. Dirks	Mrs. G. H. Nelson
Mrs. Donfred H. Gardner	Mrs. Joseph A. Park
Mrs. V. James Hampton	Mrs. Gerald W. Peck
Mrs. H. F. Heller	Mrs. J. R. Schultz
Mrs. J. H. Julian	Mrs. C. W. Thompson
Mrs. Carl W. Knox	Mrs. Fred H. Turner
Mrs. Laurence W. Lange	

APPENDIX C

Roster of Members 1941-42

Institution	Address	Representatives
Akron, University of	Akron, Ohio	D. H. Gardner
Alabama, University of	University Alabama	J. H. Newman
Allegheny University	Meadville, Pa.	J. R. Schultz
Arkansas, University of	Fayetteville, Ark.	Allan S. Humphreys
Augustana College	Rock Island, Illinois	E. F. Bunge
Baker University	Baldwin, Kansas	Benjamin A. Gessner
Beloit College	Beloit, Wisconsin	Harmon H. Conwell
Bethel College	Newton, Kansas	P. S. Goertz
Bowling Green State Univ	Bowling Green, Ohio	Arch B. Conklin
Brown University	Providence, R. I.	S. T. Arnold
Bucknell University	Lewisburg, Pa.	Ralph E. Page
California, University of	Berkeley, Calif.	Hurford E. Stone, (Acting Dean of Under Graduates)
California, University of at Los Angeles	Los Angeles, Calif.	Earl J. Miller
Capital University	Columbus, Ohio	Armin H. Meyer
Carnegie Institute of Technology	Pittsburgh, Pa.	B. E. Warden
Carroll College	Waukesha, Wisconsin	Ralph S. Nanz
Case School of Applied Science	Cleveland, Ohio	Theodore M. Focke
Cincinnati, University of	Cincinnati, Ohio	Arthur S. Postle
Citadel, The (The Milit- ary School of So. Carolina)	Charleston, So. Car.	Leaman A. Dye
Colorado College	Colorado Springs, Col.	Wesley Gadd
Colorado, University of	Boulder, Colorado	H. G. Carlson
Copper Union Institute of Technology	New York, New York	Walter S. Watson (Director of Stu- dent Relations)
Dartmouth College	Hanover, N. H.	L. K. Neidlinger
Delaware, University of	Newark, Delaware	G. E. Dutton
Denison University	Granville, Ohio	C. F. Richards
Denver University	Denver, Colorado	Prof. John Lawson
DePauw University	Greencastle, Indiana	Louis H. Dirks
Drexel Institute	Philadelphia, Pa.	L. D. Stratton
Florida, University of	Gainesville, Florida	R. C. Beaty
Georgia School of Tec- nology	Atlanta, Georgia	Floyd Field
Hiram College	Hiram, Ohio	F. J. Holter
Idaho, University of	Moscow, Idaho	Herbert Wunderlich
Illinois Institute of Tech- nology	Chicago, Illinois	C. A. Tibbals
Illinois State Normal University	Normal, Illinois	R. H. Linkins
Illinois, University of	Urbana, Illinois	Fred H. Turner
Indiana, University of	Bloomington, Ind.	C. E. Edmondson
Iowa State College	Ames, Iowa	M. D. Helser
Iowa, University of	Iowa City, Iowa	Robert Rienow
Kalamazoo College	Kalamazoo, Michigan	Gilmer G. Robinson

APPENDIX C (Continued)

Kansas State Teachers College	Pittsburg, Kansas	George D. Small
Kansas, University of	Lawrence, Kansas	Henry Werner
Kent State University	Kent, Ohio	R. E. Manchester
Kentucky, University of	Lexington, Kentucky	T. T. Jones
Lawrence College	Appleton, Wisconsin	Donald M. DuShane (Dean of Students)
Lehigh University	Bethlehem, Pa.	Wray H. Congdon
Louisiana State Univ.	Baton Rouge, La.	Arden O. French
Maine, University of	Orono, Maine	L. S. Corbett
Massachusetts Institute of Technology	Cambridge, Mass.	H. E. Lobdell
Miami University	Oxford, Ohio	W. E. Alderman
Michigan State College	East Lansing, Mich.	Fred T. Mitchell
Michigan, University of	Ann Arbor, Mich.	Joseph A. Bursley
The James Millikin Univ.	Decatur, Illinois	C. L. Miller
Minnesota, University of	Minneapolis, Minn.	E. G. Williamson
Mississippi, University of	Oxford, Miss.	R. M. Guess
Missouri, University of	Columbia, Mo.	Darwin A. Hindman (Acting Director of Student Affairs for Men)
Montana State College	Bozeman, Montana	Marvin F. Kelly
Montana State University	Missoula, Montana	J. Earl Miller
Municipal Univ. of Omaha	Omaha, Nebraska	L. M. Bradfield
Muskingum College	New Concord, Ohio	C. W. McCracken
Nebraska, University of	Lincoln, Nebraska	T. J. Thompson
New Mexico, Univ. of	Albuquerque, N. M.	J. L. Bostwick
New York University	New York, New York	Irving H. Berg
North Carolina State College	Raleigh, No. Car.	E. L. Cloyd
Northeastern University	Boston, Mass.	Harold W. Melvin
Northern Illinois State Teachers' College	DeKalb, Illinois	Ernest E. Hanson
Northwestern University	Evanston, Illinois	Elias Lyman
Oberlin College	Oberlin, Ohio	E. F. Bosworth
Ohio State University	Columbus, Ohio	Joseph A. Park
Ohio University	Athens, Ohio	L. W. Lange
Ohio Wesleyan University	Delaware, Ohio	J. J. Somerville
Oklahoma A. & M. College	Stillwater, Okla.	C. H. McElroy
Oklahoma, University of	Norman, Okla.	Theodore W. Biddle
Pittsburgh, University of	Pittsburgh, Pa.	Garner E. Hubbell
Principia, The	Elsah, Illinois	Christian Gauss
Princeton University	Princeton, N. J.	Fred I. Goldsmith
Purdue University	Lafayette, Indiana	A. D. Enyart
Rollins College	Winter Park, Fla.	Frazer Metzger
Rutgers University	New Brunswick, N. J.	J. J. Thompson
St. Olaf College	Northfield, Minn.	J. H. Julian
South Dakota, Univ. of	Vermillion, So. Dak.	Francis Bacon
Southern California, University of	Los Angeles, Calif.	
Southern Illinois State Normal University	Carbondale, Illinois	E. G. Lentz
Southern Methodist Univ.	Dallas, Texas	A. C. Zumbrunnen
Southwestern Louisiana Institute	Lafayette, Louisiana	Joseph A. Riehl

APPENDIX C (Continued)

Stanford University	Stanford, Calif.	John Bunn
Swarthmore College	Swarthmore, Pa.	Everett Hunt
Temple University	Philadelphia, Pa.	J. C. Seegers
Tennessee, University of	Knoxville, Tenn.	John O. Moseley
Texas Technology College	Lubbock, Texas	James G. Allen
Texas, University of	Austin, Texas	V. I. Moore
Union College	Lincoln, Nebraska	G. W. Habenicht
Utah State Agr. College	Logan, Utah.	Jack Croft
Utah, University of	Salt Lake City, Utah	John L. Ballif, Jr.
Virginia Polytechnic Institute	Blacksburg, Va.	Julian A. Burruss, (President.)
Washington and Lee Univ.	Lexington, Va.	Frank J. Gilliam
Washington State College	Pullman, Wash.	Otis McCreery
Washington University	St. Louis, Mo.	W. D. Shipton
Washington, University of	Seattle, Wash.	Dean Newhouse
Wayne University	Detroit, Mich.	John R. Richards
Western Reserve Univ.	Cleveland, Ohio	
William and Mary, College of	Williamsburg, Va.	J. Wilbert Lambert
Wisconsin, University of	Madison, Wisconsin	S. H. Goodnight
Wittenberg College	Springfield, Ohio	B. H. Pershing (Dean of Students)
Wooster, College of	Wooster, Ohio	John Bruere
Wyoming, University of	Laramie, Wyoming	B. C. Daly
		C. H. Blanchard (Dean of Students)
Brigham Young University	Provo, Utah	Wesley P. Lloyd

EMERITUS DEANS

Stanley Coulter, Eli Lilly and Company, Indianapolis, Indiana
 George Culver, Leland Stanford University, Stanford, California
 C. R. Melcher, University of Kentucky, Lexington, Kentucky
 E. E. Nicholson, University of Minnesota, Minneapolis, Minnesota
 M. L. Fisher, Purdue University, Lafayette, Indiana

HONORARY MEMBER

H. Roe Bartle, Land Bank Building, Kansas City, Missouri

APPENDIX D

Summary of Previous Meetings

MEETING	YEAR	PRESENT	PLACE	PRESIDENT	SECRETARY
1	1919	6	Madison, Wis.	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Ky.	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Ind.	Stanley Coulter	E. E. Nicholson
6	1924	29	Ann Arbor, Mich.	J. A. Bursley	E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8	1926	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colorado	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13	1931	83	Knoxville, Tenn.	W. J. Sanders	V. I. Moore
14	1932	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio.	C. E. Edmondson	D. H. Gardner
16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, La.	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937	80	Austin, Texas	D. S. Lancaster	D. H. Gardner
20	1938	164	Madison, Wisconsin	D. H. Gardner	F. H. Turner
21	1939	87	Roanoke, Virginia	D. H. Gardner	F. H. Turner
22	1940	58	Albuquerque, N. Mex.	J. F. Findlay	F. H. Turner
23	1941	100	Cincinnati, Ohio	J. J. Thompson	F. H. Turner
24	1942	114	Urbana, Illinois	L. S. Corbett	F. H. Turner

APPENDIX E

Standing Committees—1942-43

Executive Committee—1941-42

Dean L. S. Corbett	Dean Donfred H. Gardner
Dean J. H. Julian	Dean J. H. Newman
Dean J. J. Thompson	Dean Earl J. Miller
Dean Fred H. Turner	

Executive Committee—1942-43

Dean J. A. Park	Dean J. H. Newman
Dean Arno Nowotny	Dean Earl J. Miller
Dean Fred H. Turner	Dean Donald M. DuShane
Dean L. S. Corbett	

Committee on Nominations and Place for 1942 and 1943

Dean Fred T. Mitchell, Chairman	Dean J. R. Schultz
Dean H. E. Lobdell	Dean Scott H. Goodnight
Dean E. L. Cloyd	

Committee on Freshman Orientation

Dean Laurene W. Lange, Chair- man	Dean Garner E. Hubbell
Dean R. R. Rubottom	Dean Wesley P. Lloyd
	Dean Wray H. Congdon

Publications of the National Association of Deans and Advisers of Men

Annual Proceedings from 1919 to 1942—The Secretary can supply copies of these volumes, although certain volumes are rare. Price: \$1.00 per volume.

"The Dean of Men's Viewpoint," by Dean George D. Small, an annotated bibliography of 200 pages of references useful to individuals serving in any field of student guidance and welfare. Price \$1.50.



These publications may be secured from the Secretary,

FRED H. TURNER

152 ADMINISTRATION BUILDING

Urbana, Illinois



THE TWENTY-FIFTH

Annual Conference of the National Association of Deans and Advisers of Men

will be held at the

University of Ohio—Columbus, Ohio

April 1, 2, 3, 1943

(2)